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ABSTRACT

The two issues of the 1991 volume of "Literacy Works," a publication of the Saskatchewan Literacy Network, cover two themes: "Literacy and Health" (spring issue) and "Focus on the Learner" (summer issue). The spring issue includes the following articles: "Just Read the Label and Follow the Directions" (A. Harris); "Literacy and Health Project--Phase II: Partners in Practice" (L. Kemeny); "Graded-Language Newspapers to Address AIDS" (J. Bullard); "Evaluating and Developing Readable Materials" (M. Breen); "Popular Education Health Classes for Immigrants" (C. Ellis); "Illiteracy and Health of Indian People" (M. M. Jacobs); "Developing Health Materials in Pine Grove" (S. Skage); "Learning for a Healthier Future" (L. Pemik); "Pre-Release Health Care Program" (K. Soyland); "Hospital Workers' Literacy Program" (D. Heagy); "Literacy in the Health Care Professions" (E. Gillies). The summer issue includes: "Literacy for Adults with Learning Disabilities" (D. Purton); "Developing Literacy Skills for University Level Work" (P. Buckley); "Theatre and Literacy at Lakeland College" (K. Brennan); "Scotopic Sensitivity Syndrome--What Is It?" (B. D. Butt); "'Farming: Words to Live By'--The Production Process" (G. Wilson); "SIAST Kelsey Drop-in Centre" (T. Jelinski); "Workers' Learning Circles" (H. Johnson); "'Remembering Grandmother,' 'Remembering Grandfather'" (J. F. Juarez); "Beat the Street" (B. Crowe); "A Baker's Dozen" (M. Terry); "Peer Tutoring: A Correctional Centre Success Story" (J. Foster); "Adult Second Language Learners" (F. Harrison); "Public Legal Education and Literacy" (G. Dumonceaux); "Children, Reading, and Way of Life" (B. Kutarna); and "Resources for Adult Literacy" (P. Smith). Book reviews and various other resource news are included in each issue. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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LITERACY WORKS

Vol. 2, No. 1 A Quarterly Publication of the Saskatchewan Literacy Network Spring 1991

Literacy and Health

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ANNOUNCING:

THE PRAIRIE LITERACY INSTITUTE*
June 17 – 28, 1991
Saskatoon, Saskatchewan

THEMES: Advanced Methodology, Program Management, Special Needs Learners, Issues in Literacy.

Two courses will be offered with topics to be determined by the needs assessment which is being conducted in the three provinces. This institute is designed for practitioners who have at least two years experience and are currently active in the field. 15 spaces will be reserved for participants from each of Alberta, Manitoba and Saskatchewan until April 15.

COST: Registration: $200 (to be confirmed)
Accomodation: $48/day (full board)
University of Saskatchewan

NOTE: A travel and accommodation subsidy is available on request.

REGISTRATION: Forms and applications for subsidies will be available in early April.

TO REGISTER, CONTACT:

Manitoba: Judy Baker
Manitoba Literacy Office
Room 100, 1200 Portage Ave.
Winnipeg, Manitoba, R3G 0T5
Tel. (204) 945-8247

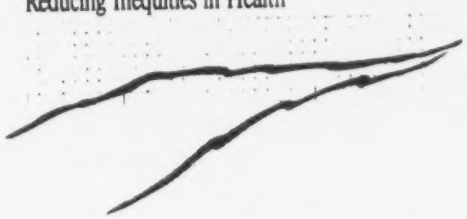
Alberta: Jill Stanley
Literacy Co-ordinators of Alberta
920-800-6th Ave.S.W.
Calgary, Alberta, T2P 3G3
Tel. (403) 297-2079

Saskatchewan and other regions:
Nayda Veeman
Saskatchewan Literacy Network
P.O. Box 1520
Saskatoon, Saskatchewan S7K 3R5
Tel: (306) 653-7178

Final registration deadline is May 1.

**Subject to funding approval.*

Improving the Odds:
Reducing Inequities in Health



The Canadian Public Health Association 82nd Annual Conference, co-sponsored by the Saskatchewan Public Health Association Inc., will explore the causes and health consequences of inequities, through analysis of public policy and social structural factors which limit access to the basic considerations for health for many Canadians. In this context we will explore issues of poverty, unemployment, hunger, racism, homelessness, illiteracy and exposure to environmental hazards as manifestations of inequities affecting health.

Plenary Session I - *Public Policy to Reduce Inequities*
The purpose of this plenary is to examine the patterns of social inequities in Canada, and the role of public policy in creating and changing those patterns. To what extent can healthier social and economic policy in Canada reduce inequities and increase access to health for all? Reducing the prevalence of poverty in Canada amounts to primary prevention of ill health for hundreds of thousands of Canadians.
Keynote Speaker: Mr. Terrance Hunsley, Canadian Council on Social Development
Reaction Panel: Mr. Ken Battle, Canadian Council on Welfare (confirmed); Ms. Marion Dewar, Canadian Council on Children and Youth (confirmed); and two other panelists to be invited.

Plenary Session II - *Community Development: Rhetoric and Reality*
The purpose of this plenary is to articulate and improve understanding of principles and processes of community development, through case studies. It will explore direct and indirect impacts of community development on health.

Plenary Session III - *Our Roles in Effecting Change*
The purpose of this plenary is to bring the Conference into focus on how we, individually and collectively, can help to reduce inequities. How can we work within and beyond professional roles, to apply what has been learned and to move from knowledge and concern, to action?

Deadline for the submission of abstracts is 15 January 1991. For an abstract form, or more information, contact:
CPHA 1991 Annual Conference
1565 Carling Avenue, Suite 400
Ottawa, Ontario K1Z 8R1
Telephone: (613) 725-3769
Fax: (613) 725-9826

**The Conference logo is symbolic of: increasing health for all (both lines are rising), and narrowing the gap in health status between groups in society (inequities will be overcome when the lines converge).*

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Collectively edited and produced by:
Hilary Craig, Pat Durey, Denise Hildebrand, Liz Ormiston, Rosemary Sturge

Saskatchewan Literacy Network was established in September 1989. It is a coalition of groups and individuals working for literacy. LITERACY WORKS is its quarterly publication and focuses on a different aspect of literacy in each issue.

The ideas expressed in this publication are not necessarily those of the Board or Newsletter Committee of the Saskatchewan Literacy Network.

We welcome contributions and responses from students, practitioners, or anyone interested in literacy. Articles and letters may be sent to the Saskatchewan Literacy Network, P.O. Box 1520, Saskatoon, Saskatchewan S7K 3R5, or to Hilary Craig, 124 Champlain Drive, Regina, Saskatchewan S4S 4Y9.

For further information, call SLN (306) 653-7368, 653-7178 or Hilary Craig (306) 585-0981 (res), 787-9155 (bus)

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Just Read the Label and Follow the Directions

Arlene Harris

"Just read the label and follow the directions." Most of us encounter this statement, or something similar many times over a month. We see it when we are given a prescription, when we fill out forms or when we try and cook something.

What seems so simple can be very very difficult for those people with limited literacy skills. It can be a serious problem when it concerns areas of health and health care.

As educators we sometimes make wrong assumptions about those who have low literacy skills. These can be stumbling blocks in providing information and health services.

Low literacy skills do not mean ignorance or an inability to learn. They do mean it is hard to learn from written words. There is limited visual recognition of words that one can readily say and understand. This difficulty can be caused by many factors. Some of these factors might be: never having had the opportunity to learn; coming from another culture and language; a lack of self-confidence; fear of failure; as well as a diagnosed learning disability.

Low literacy skills do not mean a lack of knowledge or wisdom. In our world of modern technology both knowledge and wisdom can be obtained by hearing and observing. We can learn from sources where written words are not needed. People with low literacy skills often have tremendous skills, knowledge and life experiences to share!

Low literacy skills do not mean an inability to follow directions. They may mean a keen memory for verbal instructions and a sharp eye for pictorial directions.

Low literacy skills do not mean that an adult learning to read at a grade one level thinks like a child. These are adults, with adult feelings, fears, life experiences, knowledge and wisdom. They do not learn to read like a child. They learn to read as an adult with a valuable and extensive bank of everyday life experience and knowledge to help them.

As educators — in the different areas of health — we need to be aware of the literacy skills of people we are working with or serving. We also need to be aware of who these people are. We need to ask ourselves: is there a potential problem in how we provide education and information in the areas of health?

Let us take, for example, the label on a bottle of prescribed medication. Are the words and colour codes on the label easy to read and easy to understand? What do they mean? Could mistakes be made in use and dosage

because of a low literacy level? Would a verbal explanation or diagram help?

What about the forms that hospitals, health agencies and schools ask to be filled out? People who have good literacy skills often have a hard time understanding what is asked for on forms. What is it they are signing? What are they agreeing to? The golden rule is never sign anything before reading and understanding it. For some people it is not a hard task to ask for an explanation. But for many people who have low literacy skills, even asking for help is hard. They may feel self conscious. Sometimes, this means they sign and agree to something they do not really want or understand.

What about the areas of shopping and cooking? In the **Regina Home Economics for Living Project** we try to encourage people to be aware of what they buy, and to make good, healthy choices when they shop and cook by reading the written information on the labels of the things they buy. However, ingredient lists, content amounts and cooking instructions on labels can be difficult to read. The print size is often too small to read easily and the colours used make them difficult to see. Many of the words used do not mean anything to the average consumer.

Generic brand ("No Name") products can be especially difficult since there is no picture to show what product is in the box or can. A universal picture code might help, but you still need to know what the symbols mean in simple words. This could be something like the clothing care symbols or hazardous product symbols.

Learning to cook from basic ingredients can also be difficult if people rely totally on the written directions in most standard cookbooks. These directions assume everyone knows what "saute, simmer, blend" and "pare" mean. The best way to learn is by the "hands-on" experience of doing it.

There is a never-ending list of health and literacy concerns, from cleaning chemicals to the care of children as well as immunization information and diet sheets.

As educators in the area of family health and care, we need to be aware of how we provide information and service to people. The information should always be as easy to understand as possible. Almost everyone can understand a simple explanation. We need to aim for the "everyone" approach.

Arlene Harris has over 15 years of experience as an educator working with low income and low literacy consumers.

She is a free-lance Home Economist and Consumer Educator who also coordinates the ***Regina Home Economics for Living Project*** *(HELP). The HELP Project provides workshops in food buying, basic nutrition, budgeting, money management, and basic banking and credit developed for low income individuals and groups and taught at the appropriate literacy level.*

For further information: HELP, P.O. Box 3862, Regina, Saskatchewan, S4P 3R8.

Phone: (306) 347-7877.

Literacy and Health Project

Phase II: Partners in Practice

Lidia Kemeny

Where Do Literacy and Health Meet?

Much of health information is communicated through print. These instructions are often hard to read. For example, the Ontario Public Health Association's Phase I study reported a case of a single mother on welfare who feeds formula to her infant daughter unaware that it must be diluted with water. The package looked similar to the ready-to-feed formula that she was used to purchasing.

Many workplace environments subject workers to health hazards. For example, in an effort to reduce job-related accidents, an employer displayed photographs of unsafe work practices with printed warnings and explanations below. Unable to decipher the printed information, workers imitated the photographs. The accident rate doubled.

Economic factors play a crucial role in providing equity to access. A senior, living alone with no family or personal assets, is sent a GIS (Guaranteed Income Supplement) form to be updated annually. GIS monies are intended to "top up" Old Age Security and Canada Pension Plans. Unable to fill out the form correctly, his monthly income is cut by more than half.

For many, self-care is difficult — even impossible. A street kid goes to a community health centre with a bad cold. The doctor tells him to take two aspirin and get plenty of rest. He can afford neither the aspirin nor a place to sleep.

Literacy and Health Research Highlights

The Ontario Public Health Association's **Phase I: Making the World Healthier and Safer For People Who Can't Read** conducted research which shows conclusively that there is a relationship between limited reading and writing skills and poor health and poor health practices. Specifically, it found that:

1. Health information is often hard to read and difficult to use, contributing to poor health, and;
2. People who have trouble reading are placed in situations where they are less likely to be healthy and unable to make choices about their health.

People who have trouble reading have certain kinds of health problems more often than people who read well. For example, people with less education don't use seat belts regularly. They don't exercise regularly. They also smoke more. They don't eat well. They tend to live in places that are less healthy.

People who don't read well tend to be poorer. It is much harder to live in a healthy way if you are poor. Good food and good, safe housing are expensive. Ironically, the services that are in place to help low-income people are often out of reach for them because they have trouble reading, writing and using numbers.

People who have trouble reading and writing are often forced to accept jobs which pay less and are more dangerous. In jobs with limited status and tenure it is difficult for people to make demands for healthier and safer conditions. A disproportionate number

of non-readers are employed in primary, resource and construction industries. Accident rates in these industries are well in excess of the average across all workplace settings.

The Literacy and Health Project-Phase II: Partners in Practice

Having explored the relationship between literacy and health (Phase I), the Ontario Public Health Association is preparing a national initiative to develop partnerships to address issues, barriers and inequities related to literacy and health.

What we intend to achieve:

- Literacy and health for all
- Equity and access to information
- Healthy and safe environments

Our activities include:

- Building partnerships
- Promoting awareness
- Education and training
- Project development
- Information sharing
- Support for special populations

For more information please contact:
The Ontario Public Health Association
468 Queen Street East, Suite 202
Toronto, ON M5A 1T7
(416) 367-3313

Lidia Kemeny is currently working full time as project coordinator for the Ontario Public Health Association's ***Literacy and Health Project****. She has a Master of Science degree in Health Promotion from Dalhousie University. Upon completion of her graduate degree she was employed as Media Director with* ***Participaction*** *for three years.*

INSTRUCTIONAL DESIGN FOR DISTANCE EDUCATION WORKSHOP

Park Town Motor Hotel, Saskatoon
April 23-25, 1991

The workshop will explore the role of instructional design in a variety of distance education modes, including audio conferencing, television, computer conferencing and print materials.

Plenary speakers will include:

- Angie Wong and Rick Schwier, University of Saskatchewan
- Ross Paul, Athabasca University

Workshop resource people have been recruited from the leading distance education institutions in Western Canada.

Cost: $250.00/person, includes one lunch and one supper.

For more information contact: Registration Office, Extension Division, Rm 105, Kirk Hall, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0. Phone: (306) 966-5539.

Conducted by
The Extension Division
University of Saskatchewan

Graded-Language Newspapers to Address Aids

Jeff Bullard

A new special interest group of TESL Canada, known as **P.E.N.** (Plain English Newspapers), has formed to promote the use of graded-language newspapers in ESL and Literacy. The group is comprised of editors, writing specialists and interested individuals working in Literacy and/or ESL. The objectives of the group are to encourage the development of graded-language materials, and to undertake joint projects involving the seven existing newspapers in Canada. Recently, the group has embarked on a project dealing with AIDS education.

The need for public education on AIDS is both urgent and critical. Ignorance about AIDS/HIV is very widespread. Because of its life-threatening nature, lack of knowledge about the disease and how to prevent it gives way to fear. This fear can give raise to a sense of helplessness which is very disempowering. Fear, powerlessness and ignorance about AIDS place our students at risk. Ignorance can also lead to misconceptions and myths about who can get the disease and how. This, in turn, can fuel biased, intolerant attitudes towards people with AIDS or those suspected of it.

Major efforts are under way to inform and educate the public about AIDS/HIV, with an obvious emphasis on prevention. However, as many of us are aware, mainstream public education efforts, which are heavily text dependent, seldom reach either literacy or second-language learners in an effective manner. Although our students have undoubtedly heard about AIDS, they have had few opportunities to learn the facts.

TESL Canada received a grant from the Federal Centre for AIDS (Health and Welfare Canada) to promote AIDS education to adult immigrants in the context of ESL. The first phase of this project involved a review, conducted by Sidney Pratt, of existing AIDS information and education materials with respect to their **appropriateness for use in ESL and Literacy**. Perhaps not surprisingly, the study found that the language used in the text of most materials was syntactically complex and relied extensively on technical medical vocabulary. There is little consideration given to print size, and illustrations are not clearly linked to the text. In addition, the use of idiomatic expressions and euphemisms to describe sexual acts, etc., was considered too remote for many second language learners. Concerns about the cultural bias in most AIDS education materials have previously been raised by those working in the area of public health and AIDS education among ethnocultural communities in Canada.

In addition to the need for graded-language resources, the study found that many instructors are, by and large, uninformed about AIDS and uncomfortable with the topic. Because AIDS raises a number of sensitive issues related to sexuality, teachers tend to shy away from the topic altogether. Even when teaching vocabulary for body parts, for example, most teachers ignore the area "from the navel to the knees". Consequently, even if students have access to information brochures on AIDS, they likely would be unfamiliar with the terminology used. The study recommended that teacher training and orientation be included as part of an overall AIDS education strategy.

Following the materials review, members of P.E.N. met with a number of public health experts and AIDS education specialists in Vancouver in August to discuss issues related to AIDS and to explore how the graded-language newspapers could assist TESL Canada in its ESL/AIDS education strategy. Sharon Skage, editor of *On Our Way*, Saskatchewan's low literacy paper, attended the meeting.

As a result of this meeting, P.E.N. is in the process of developing a series of articles on AIDS, to be used in the graded-language newspapers over the next year. These articles will include such topics as: *What is AIDS and HIV?, How do you get it?, How do I know if I have the virus?, Myths about AIDS, How to get more information about AIDS*, along with a

Percentage and number of AIDS cases reported to date by geographic area. The Federal Centre for AIDS, December 7, 1987

number of case studies of people with AIDS/HIV. A comprehensive set of teacher's notes with suggestions for how to introduce the topic of AIDS and how to deal with a variety of related sensitive issues will accompany the articles. There are also plans for the development of a Teacher's Kit based on the articles. It is hoped that these new resources will be available at the TESL Canada conference in Saskatoon in May.

AIDS is a fact of life in contemporary Canadian society. Knowledge about the disease and how to prevent it is essential information for *all* members of society. The consequences of ignorance are serious. Both adult literacy and second-language learners are unduly at risk because, for the most part, they remain ignorant of AIDS. We are in a position to help empower these learners by helping them to understand the disease, not fear it. The cost of ignoring the issue of AIDS is too great to allow our own fears or biases to get in the way of our responsibilities as educators.

Graded-language newspapers are an important learning resource both in Literacy and ESL. It is hoped that this series of articles on AIDS will begin to stimulate discussion about the disease and to assist learners to understand it. Those wishing further information on P.E.N. and its activities, should contact

Sharon Skage, P.O. Box 3003, Prince Albert, Saskatchewan, S6V 6G1.

Phone (306) 953-3117/953-3100.

Jeff Bullard has held a number of teaching and administrative positions in the ESL field. He is presently a policy advisor with the National Identity and Special Projects Task Force in the Department of the Secretary of State in Ottawa.

Jeff's interest and involvement (as a volunteer) in the issue of AIDS stems from the disclosure of a friend, who was an ESL student, that he was HIV positive. As a consequence of this experience, Jeff assisted in organizing the first-ever meeting of graded-language newspaper editors for a Citizenship Symposium at the TESL Canada conference in Calgary, which eventually lead to the establishment of P.E.N. (Plain English Newspapers).

WANT TO KNOW MORE ABOUT HOW TO DEAL WITH AIDS IN THE ESL CLASSROOM?

Attend the TESL Canada national conference — **Part of the Picture** —Further information available in Across the Network Desk. And aim to go to a workshop by **Sarah Stevens**, entitled: *Below the Navel and Above the Knees: Dealing with AIDS in the ESL Classroom.*

Evaluating and Developing Readable Materials

*This checklist was prepared by **Mary Breen**. It is to be used in the evaluation and development of readable materials.*

Content

1. Accurate
2. Unbiased
3. Complete
4. Up-to-date
5. Relevant to readers

Writing Style

1. Conversational, friendly, informal style
2. Appropriate language; familiar, ordinary words
3. New words and new concepts defined
4. Concrete information and instructions
5 Simple sentences; a maximum of two clauses per sentence
6. Positive tone
7. Active voice

Organization

1. Clear purpose
2. Manageable units of information with clear topic headings
3. Logical flow of ideas with clear links between ideas
4. Chronological order (if possible)

Visual Appeal

1. Easy to read type size and type style
2. Easy to read paper and ink colours
3. Adequate white space
4. Ragged right margins (ie. not justified)

Illustrations

1. Clear, with minimum of extraneous detail
2. Well placed in text
3. Sensitive to readers' ethnic/cultural background
4. Sensitive to readers' economic background
5. Sensitive to readers' educational background

©1990, M.J. Breen; from Breen and Catano, c 1989.

Mary Breen is the author of Taking Care *(see review), a handbook of easy-to-read health information for women. Mary has been a health worker, and a teacher of both literacy and English as an Additional Language. She now works as a consultant on clear writing.*

Popular Education Health Classes for Immigrants

Cathy Ellis

Every Wednesday morning and evening at the Immigrant Women of Saskatchewan office in Regina you will see a group of immigrants studying health in a new way — through role-play and popular theatre techniques. These teaching methods come from my experiences and work as a CUSO cooperant in Nicaragua where I trained "community midwives", using popular theatre techniques which I learned from workshops there. These techniques include picture-drawing, poster-making, brainstorming, role-play, problem-solving plays and props. Translators are available when certain detailed topics are introduced. When new words and themes are introduced in English, some of these key words are used in the plays to show mastery of the words.

For example, with the topic "First Aid", different themes were introduced using role-play. These themes were: a burn, a cut, a sprained ankle, a child with a fever, an unconscious victim, and severe bleeding. The appropriate action (for Canada) was shown using role-play. Some ideas of problem-solving and action from the students' cultures were also brought into the play. The class is given paper and pens to write down the words and some of the actions if they choose to do so. Literacy skills vary a great deal in the class, both in terms of their own language and their ability in English. Therefore most learning about health topics takes place during the play which the participants perform as a group showing the problem and the solution. Props such as plastic telephones, dolls, and nurses' hats are used to make the play more fun.

The people who come to participate in our classes are from El Salvador, Nicaragua, Guatemala, Chile, Iran, Philippines, Hong Kong, China and Japan.

The objective of the classes is to teach immigrants to Regina how to use the health system here as well as knowledge about common illnesses, prevention of disease,

stress reduction and the identification of health problems. The techniques used are effective to keep the classes interesting and lively. The English words and themes used help the students with the language skills necessary for literacy in English. Role-play and drama get the message across in a lively way.

The Immigrant Women's Health Program is a project of the Immigrant Women of Saskatchewan, Regina Chapter. Our address is 2020 Halifax Street, Regina. Phone: (306) 359-6514. Drop in and see us. The health project is funded by the Secretary of State Canada and Multiculturalism.

Cathy Ellis worked for six years in midwifery and community health in Mexico and Nicaragua. She was a CUSO cooperant in Nicaragua from 1983-85 and returned to work there several times since.

She is also a registered nurse and is interested in primary health care and international health. Cathy is a member of the Regina popular theatre group, "Justus Players".

Illiteracy and Health of Indian People

Mona Maria Jacobs

The loss of Indian languages is a significant factor contributing to illiteracy amongst Indian people. Illiteracy results in a failure to send or receive the proper or intended message. As the best approach to good health is preventive, language and literacy are vital to healthy living.

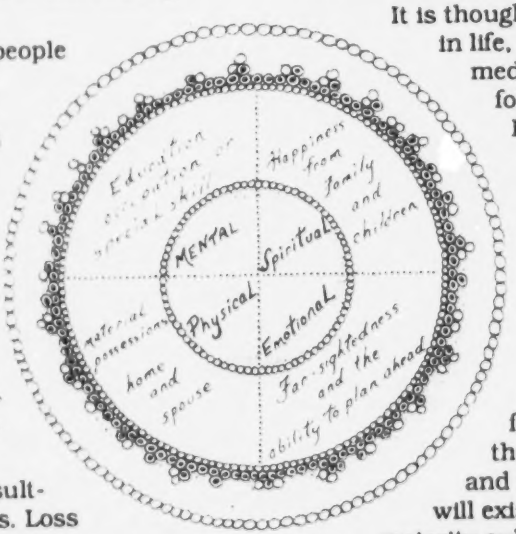
Language is more than the written or spoken word and is used to retain the values of a culture. There will always be the need to express and pass on ancient values and without Indian languages there is a loss of richness in the description of situations, humor and stories. Much is lost through direct translation. There are no words to describe certain concepts and feelings. Lost prayers and ceremonies must be revived. Rituals, such as purification by burning of the sweetgrass are a part of the healing movement.

Integration of Indian people into urban, non-Indian society is rapidly occurring. Communication on a deeper level can only result when two languages are understood. It is important to be able to think both ways so that the best of the majority culture and the culture of heritage can be incorporated into a meaningful lifestyle.

There is a process resulting in poor health status. Loss of Indian language is causing cultural confusion. Lack of, or inappropriate coping skills, evident by use of drugs, alcohol and abuse result in feelings of low self-worth. The strain of multi-problem family life and the difficulties experienced by Indian youth in an education system that does not yet meet their needs leads to impending failure with low level literacy as the outcome.

Access to the health care system requires a level of literacy competency. Those without it are unaware of their rights and services available. Health care services do not "come" to the client unless a crisis situation arises. Apprehension and uncertainty allow those most in need to go without help.

Indian elders have always had a holistic view of health and use the Medicine Wheel to provide guidance and understanding. The four directions divide the Medicine Wheel into four quadrants; mental, physical, emotional, and spiritual. These quadrants also symbolize components necessary for a person's life: (1) education, occupation or special skill (2) far-sightedness and the ability to plan ahead (3) material possessions, home and spouse (4) happiness that comes from family life and having children.



It is thought that to reach fulfillment in life, one has to "close the medicine circle". This involves following a certain pathway. For Indian people, the ways of this pathway are explained by the elders in their own language. A balance of the quadrants is needed.

The health of Indian people is dependent upon retention of the language and oral traditions. Arising from this will be strength of the family, unity of the people and retention of our culture that will exist in harmony with the majority culture. The teachings from our past will enable us to move forward with pride and understanding and achieve a level of literacy that will bring us equity in health status.

Mona Maria Jacobs is a Public Health Nurse Coordinator of The Sunrise Health Program of The City of Regina Health Department. The program offers health services to people of Indian ancestry.

Developing Health Materials in Pine Grove

Sharon Skage

The Pine Grove Literacy Project got underway in early 1989, publishing low-level reading materials for the women being held in Saskatchewan's only jail for women. Since then, the Saskatchewan Literacy Network has taken over funding the project, and the newspaper produced has evolved into a provincial learners' newspaper. The aim of the project is still basically the same, however. A group of women work together to produce low-level reading materials that will be useful and interesting to adults improving their reading and writing skills. Providing information on various health issues has been a priority throughout the Project's operation.

The health materials developed by the women in the Project have taken various forms. Most of the articles are written for *On Our Way*, the Project's literacy newspaper, which is distributed both inside Pine Grove and to subscribers across Saskatchewan and beyond. Pamphlets and booklets have been produced for use within the correctional centre, and the Project has also collaborated with the Elizabeth Fry Society on a series of parenting booklets also for use inside and out of Pine Grove.

The process used to develop graded-language materials involves several steps, and is based on the underlying premise that the group works as a team. Everyone shares in decision making, problem solving, and the actual production. Monthly planning meetings are held to come up with ideas for articles and the work is divided between the members of the team. Articles are either original material, utilizing research material and resource people, or are adapted from other publications with their permission. The newspaper has published articles on birth control, children's health issues, and treatment centers, as well as other topics. These were researched through the institution's health nurse and by telephone interviews with health professionals. The article on a new test for cancer is an example of material adapted from one of the province's major newspapers.

After the first draft of their articles are finished, the women work together with the Project's editor to ensure that the material is written at a suitable reading level. Revision and then adding of illustrations comes next. The paper is then ready for publication.

In addition to the parenting series, the Project has published pamphlets on child care, breastfeeding, emotional and physical abuse, and a booklet entitled, "From Where We Stand, Women's Views on Alcohol." The health articles that have appeared in *On Our Way* will someday be compiled in booklet form as well.

Sharon Skage has been involved in the Literacy Project in Pine Grove since May of 1989. She holds a Bachelor of Arts degree in English, and has worked primarily in the field of writing and communications. She is a member of P.E.N. (Plain English Newspapers).

BEST COPY AVAILABLE

Learning for a Healthier Future:

A Pilot Project in Health and Literacy

Linda Pemik

In Arviat, an Inuit community in the N.W.T., 60 percent of the population is under the age of 20. Many of these young people are already parents. The Health Committee, a local volunteer group interested in promoting health, was concerned about young mothers' increasing dependence on the health care centre to provide treatment and care for simple problems which could be handled at home. It was felt that their lack of self-confidence and knowledge about health was contributing to the problem.

The plan for a pilot project in health education grew out of an idea generated at a literacy tutor's workshop. Could we promote both literacy and health if we went beyond the walls of the learning centre and contacted people in their homes? The thought intrigued me. I was an instructor at Arctic College and a long time member of the Arviat Health Committee and it wasn't long before I was dreaming of a program which would fill the need for health education in the community. It could also provide learning opportunities to people who wanted to improve their reading and writing skills in English. With funding from both the Government of the Northwest Territories Literacy Program and the Donald and Walter Gordon Foundation, we were ready to run a three month pilot project.

By visiting homes and talking to many of the young mothers, we identified 20 women who were interested in learning about health in their own homes and in practicing English language skills with the guidance of a tutor. On the first visit, I interviewed each person to collect data for the Health Committee about the health concerns of these young women. At this time, each woman who wanted to participate in the program, also identified what she wanted to study. Some of the topics chosen were: Helping your Children Learn, Looking after Sick Kids, Budgeting, Aids, Cancer, and Alcohol. Learning modules containing information and learning activities in plain English were prepared for each of the topics. Since it is our belief that education should be an empowering, active process, the learners were encouraged to make decisions about what and how they wanted to learn and the modules were used only as the learners chose to use them.

The feedback received from the participants at our final group meeting was very positive and we considered the project a success when all of the learners said that they would like to continue learning in this way. Given their positive response, we believe that we have a useful model for the delivery of a variety of learning opportunities: a way of reaching people who might not otherwise have access to, or take advantage of other more traditional education. The project has also helped us to have a better understanding of the learners and their needs as we saw the skills and strengths which they demonstrated in their own homes. We are now looking for ways to continue the Health and Literacy program in 1991.

Linda Pemik was born in Ontario. She has lived for the last 20 years in Arviat, N.W.T. During much of that time, she has worked as an adult educator, but has held a variety of jobs, from social work to Post Master. Linda is married, with four children. When job and family allow, she spends her time reading, writing and studying, often about health promotion which has become a passion for her. Then when the weather in this harsh environment allows, she spends time hunting and fishing with her family on the land and sea around Arviat.

Elizabeth Fry Society

Pre-Release Health Care Program

Karen Soyland

This preventative Health Education Program facilitates self-understanding and self-confidence, as well as improves the coping skills of the women both in and out of jail. The program focuses on total health: spiritual, emotional, intellectual, and physical Health. The program is beneficial to the women because they master coping tools, become aware of community resourses, and of their responsibility for positive life choices. The Health Education Program also looks at the role society plays in the choices we make in life.

Sixteen modules are presented in the program; module-learning is delivered in a manner consistent with Adult Learning models. The following modules are delivered: Introduction to Health Care; Communication; Body Image and Women; Parenting; AIDS; Nutrition Health and Lifestyle; Sexuality; Birth Control and Sexually Transmitted Diseases; Stress and Relaxation; Assertiveness; Alcohol and Drugs; Women in Society; Budgeting; Cost Cutting for Low Income Consumers; Advertising and the Consumer; and Conservation and the Consumer. This is challenging because the women often have low literacy skills, are single parents, and are of aboriginal ancestory. Their life circumstances create difficulty in integrating the material into their life, but learning is achieved by implementing popular education and adult learning techniques.

The Health Education Program believes that people have a general sense of what their health problems are and that given a choice, people aspire to feel good about themselves. Having a choice means having information from which to make decisions leading to enhanced health. Through this program the women become aware of the options and rights that life can offer them.

Karen Soyland has been involved in the Elizabeth Fry Society Pre-Release Health Education Program since June 1989. She holds a Bachelor of Social Work Degree, Bachelor of Arts Degree in Sociology, and has worked primarily in the human service field.

Hospital Workers' Literacy Program

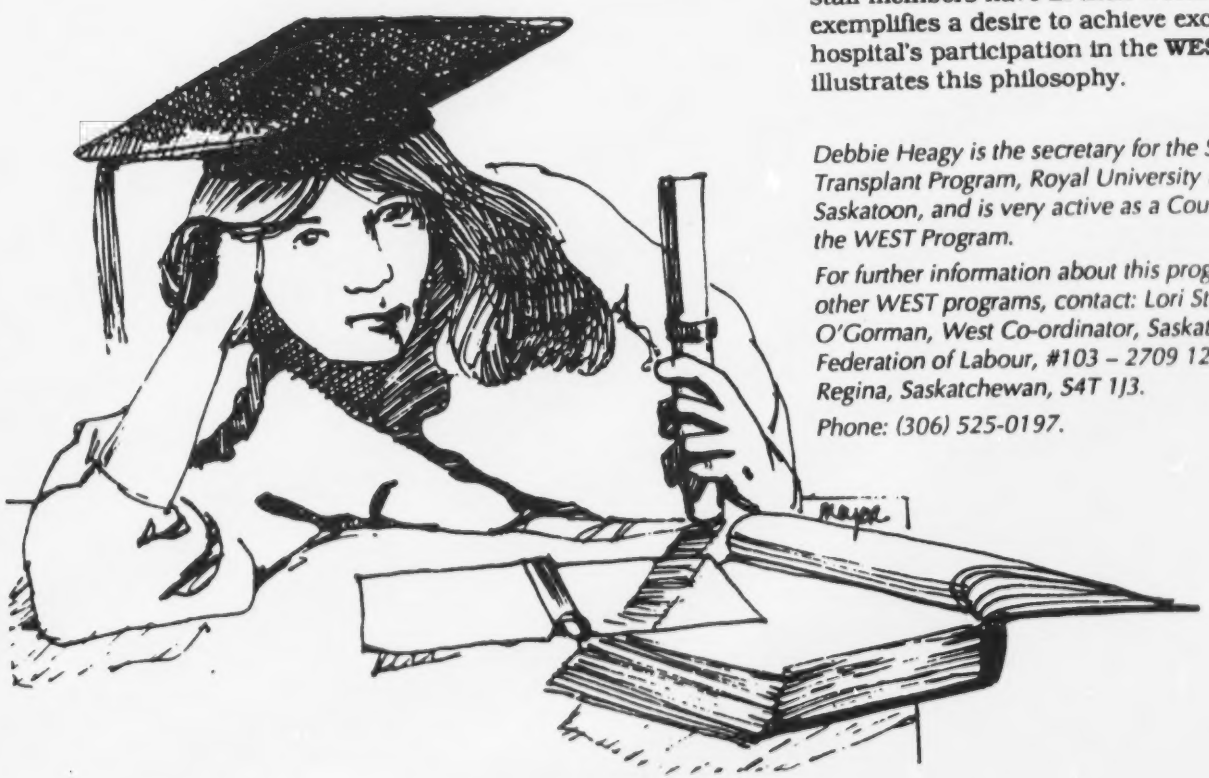
Debbie Heagy

Giving members of SEIU-Local 333 an opportunity to improve reading, writing, math and communication skills will benefit both the employees at Saskatoon's Royal University Hospital, and the employer. The **WEST** (Workers Education for Skills Training) Program is a union/management literacy program. Course Leaders are employees helping other employees achieve an increased level of literacy competence.

This approach allows for a comfortable, non-threatening atmosphere. Participants are encouraged to discuss openly their needs and expectations. They are adult learners participating because they want to and they are bringing with them lifetimes of living and learning. Course Leaders are there to help them to understand, analyze, plan and carry out projects. Through practice,allowance is made for mistakes and self discovery.

It is important to use materials that are relevant to the participant's life such as workplace literature and forms, newspapers, personal stories or topics of interest to him/her. **As skills improve so does self confidence.** Being able to read, write or communicate with more confidence will make workers willing to accept new challenges and to take a more active role in the hospital community.

Every person has a right to education. Birthplace or past life situations should not interfere with that right. Royal University Hospital's management philosophy promotes pride and a sense of accomplishment that staff members have in their work. It exemplifies a desire to achieve excellence. This hospital's participation in the **WEST** Program illustrates this philosophy.



Debbie Heagy is the secretary for the Saskatchewan Transplant Program, Royal University Hospital, Saskatoon, and is very active as a Course Leader in the WEST Program.

For further information about this program, or about other WEST programs, contact: Lori Stinson O'Gorman, West Co-ordinator, Saskatchewan Federation of Labour, #103 – 2709 12th Avenue, Regina, Saskatchewan, S4T 1J3.

Phone: (306) 525-0197.

Literacy in the Health Care Professions

Ellen Gillies

In the medical profession literacy is a concern not only for the workers, but also for a particular group of professionals as well — those for whom English is their second language. Take the case of Elaine D. (not her real name). Having graduated near the top of her class in high shcool, she was one of the few who was accepted into medical school, and evetually realized her dream of becoming a doctor in her native country.

When she immigrated to Canada six years ago, she worked hard to learn English in an intensive "survival" ESL course. She learned the language well enough to carry on social conversations, and to look after her day-to-day needs. However, she soon discovered that this training was not adequate for her to pass an evaluating exam in medicine that all foreign doctors must write before they are alllowed to practise medicine in Canada. Nor could she get the valuable Canadian work experience that she needed, because she was not even allowed to work as an unpaid medical volunteer in the hospitals.

At the present time, there are no ESL courses for medical personnel, but Elaine continues to upgrade her language skills by taking ESL evening classes at the University. She is learning to understand the complexity of idioms which are often combinations of verbs with prepositions used to change the meaning of the expression. "Put up with" (an inconvenience), "put on" (a performance) — these are expressions which are easy for the native speaker to read and use, but difficult for an ESL learner to remember and incorporate into her vocabulary. The medical terminology is often easier to remember because it comes from a Latin root which is common to both languages.

Elaine is hoping to qualify for an interview at the University of Saskatchewan Medical School. If she passes this interview, she will be accepted as an intern, and, if she is lucky, will eventually become a licensed medical doctor. She studied for seven years to become a doctor in her country, and it will have taken her another seven years to re-qualify in Canada.

Elaine's case is not an isolated one. There are several doctors in Saskatchewan alone who cannot practise their profession because there is no program in place to help them become qualified in Canada, even if they do have enough specialized English to pass that qualifying exam. Surely, in times of economic recession, it makes sense to retrain doctors who have been successful in their own countries, because it can be done quickly and inexpensively.

Ellen Gillies is the consultant for professional and vocational development with the University of Regina Extension, ESL Department.

Phase One — Making the World Healthier and Safer for People Who Can't Read

Ontario Public Health Association and Frontier College, 1989. ISBN 0-929129-00-8

Reviewed by Dr. Pat Hutchison

It is no surprise that the Ontario Public Health Association was one of the organizations involved in looking into this issue in Ontario. Much of the everyday work of a public health worker, whether it be a public health nurse, public health inspector or nutritionist, involves direct contact with people. The chances are that the communication will, in part, often involve the written word. For it to be effective, the client must be able to read it and understand the message.

The study, conducted in 1988-89, asked three questions. Is there a connection between limited literacy skills and poor health? How do people so affected obtain health information? Are health workers aware of such problems and what are the solutions? To obtain answers, people from varying social service health and education services backgrounds were consulted through interviews and workshops.

The study points out that illiteracy has an adverse effect on health. Significantly more people with elementary school education or less, rated their health status lower than high school graduates or university graduates. People with a lower education level seemed less active and seemed to have more accidents. The same is true for many other aspects of health as well. Furthermore, we know that our society is very dependent on the printed word for communication and that well paying positions require a good literacy level. Thus a person who does not read and comprehend is almost doomed to a poor paying job or no job at all. It is a well known fact that those who are poor suffer from an increased incidence of a number of illnesses such as intestinal and respiratory infections, malnutrition, accidents, ie: diseases realted to poverty; but they also have an increased incidence of some of the so called diseases commonly affecting the affluent — heart disease, stroke, hypertension, stress. So they suffer doubly.

Why does illiteracy affect health adversely apart from the poverty question? People with this problem have difficulty understanding directions, such as in the case of directions on medicine bottles, infant formulas, and safety warnings. They may not have the opportunity to fortuitously find out about a factor important to their health. They may be embarrassed by their problem and not ask for and receive help.

The report states that 19% of Ontario's adults are functionally illiterate. Certain groups were particularly at risk such as natives, people with disabilities, senior citizens and immigrants. The overall percentage in Saskatchewan is similar and likely the risk groups, as well.

The report makes recommendations to help lessen the problem ranging from improved education for young people, adult education classes and strengthening community health services. An obvious strategy is to assure that information and materials are written in "plain language", that they are appropriate for the group being addressed, that if translated the meaning is not changed, that symbols used are appropriate.

In the everyday context, the individual health worker or health department can and should make every effort to make written and oral presentations clear and easily understood. The broad issue is that of a public health policy which reduces inequities and allows people to escape poverty and all its attendant adverse effects.

Dr. Pat Hutchison is Medical Health Officer for the City of Regina. Her background is in medicine with a specialty in Paediatrics. She is a member of the Canadian and Saskatchewan Public Health Association and is a current member of the Wascana Home Care Board, the Mackenzie Infant Care Centre Board and the Regina Assessment and Placement Service Board.

(For further information, see RESOURCES.)

Teaching Patients with Low Literacy Skills

by C.C. Doak, L.G. Doak and J.H. Root, Philadelphia, J.B. Lippincott Co, 1985. 171pp.
ISBN 0-397-54498-7

Reviewed by Kathryn Green, ScD.

Health educators have long recognized written materials such as pamphlets, booklets, and posters as a cost-effective means of reaching large audiences. Even with the growth of other mass media such as radio and television, and the recognition of the importance of personal contact, written materials are still a major channel of communication in health promotion, particularly for transmitting information and instructions and publicizing program activities. However, one of their main drawbacks is their potential inappropriateness for individuals with limited reading skills.

Perhaps because those who write these materials generally have a university education, the materials tend to be written at a level which is beyond the comprehension of many Canadians. A recent report (Montigny, 1990) states that among Canadians aged 16-69, 5% identify themselves as not being able to read, 10% have very limited reading ability, and 22% have some difficulty with simple reading tasks. These figures exclude people without skills in either French or English.

However, this does not mean that written materials are useless for this segment of the population. Guides such as *Teaching Patients with Low Literacy Skills* have been developed to help health professionals and educators to get their message understood. Ceci and Len Doak have held many workshops on this topic in the United States, one of which I had the opportunity to attend in 1988. This book grew out of their workshops. As the title suggests, it is geared towards health professionals who have one-to-one contact with patients. However, much of the information they provide is also useful for those working as health educators, who are more likely to write materials for wide distribution, without having direct contact with the audience.

The first two chapters describe the magnitude of the literacy problem in the U.S., explain the specific limitations associated with poor literacy skills, and provide a brief theoretical background on comprehension in order to assess the appropriateness of particular materials. Again, in widely-targeted health promotion campaigns, this is usually not feasible. But if materials are intended to be used by the general population, it is probably best to assume a fairly low reading level. Chapter Four describes two of the most commonly used readability formulas, although instructions for use are given for only one (the **SMOG** method).

The guidelines for teaching patients in Chapter Five are most appropriate for situations in which a health professional must give specific instructions to a patient, such as how to take medication or choose a particular diet. Chapter Six, on writing and rewriting, is more broadly applicable. It presents clear and concise guidelines in terms of content, style and phrasing, and organization of writing. Detailed instructions on producing an audiotape, as an alternative or supplement to written materials, are given in Chapter Seven.

Chapter Eight, entitled "Visuals and How to Use Them," is one I have found particularly useful. A common mistake is to assume that while poor readers have trouble with words, any kind of illustration or diagram is appropriate. In fact, many of the visuals which are intended to liven up or make written health education materials clearer, may, according to the Doaks, only confuse the reader. This should be a caution to health educators who seem to feel they must compete with glossy, professional publications by using fancy typestyles, contrasting colours, and elaborate visuals. This chapter gives detailed information on the appropriate and effective use of illustrations, colour, and typography.

Some of the guidelines in this book may seem like common sense, but others are less obvious. Perhaps the most important message is that of communicating only the essential information, rather than overloading the audience with unnecessary details. Also crucial, but often overlooked, is pretesting, which is covered in Chapter Nine.

In my own work, I have found this book to be a useful guide to simplifying technical information, for example, when writing

continued ...

Teaching Patients with Low Literacy Skills *continued*

pamphlets on occupational health and safety regulations for workers with less than a high school education. It also serves as a valuable reminder of the difference between writing for a professional and a lay audience. Because its format parallels that of the Doaks' workshop, containing many examples and "how-to" checklists, it can also be easily adapted for use as a teaching tool.

Reference
Montigny, G. Reading Skills. *Canadian Social Trends*, No.19, Winter 1990, 22-24.

Kathryn Green, ScD, is an Assistant Professor and Health Promotion Specialist in the Department of Community Health and Epidemiology at the University of Saskatchewan. Her current focus is on heart health promotion; she has also worked in occupational health and safety education and smoking prevention.

Taking Care: A Handbook About Women's Health

Reviewed by Louise Persson-Riess

Amidst the many items of literacy material and health care information, there finally emerges a resource that is easy to read, easy to use, and which offers vital information and practical suggestions on health issues of common concern to women. *Taking Care: A Handbook About Women's Health* contains good health care information for women.

The large print coupled with the grade nine reading level make the material easy to read for literacy learners in particular, for all readers in general. These two features aid in comprehension of the information which is necessarily explicit yet not offensive.

Taking Care assists women to identify and cope with stress and depression, to understand sex, menopause and over the counter drugs. Perhaps for the first time a woman will be able to read and learn: why, when and how to examine her breasts; good reasons and safe ways to lose weight; and seven steps describing how to prepare for a doctor's appointment.

The author, Mary J. Breen, clearly states her purpose for developing this handbook. It is her belief (shared by many) that as women we have the right to know as much as we want about our health. Consequently, she hopes that the information in *Taking Care* will help women understand and discuss health problems with doctors and make good choices so they will be more in control of their health.

For every great work there is a great critic. I **do** feel obligated to offer my suggestions for revision in certain areas of the book.

I suggest that the phonetic spelling and a definition be included immediately following words such as metronidazole and candidiasis. Abbreviated words such as YWCA and AIDS should be written completely in the unabbreviated from followed by the abbreviations in brackets.

Meticulous proofreading should eliminate word omissions in sentences which disrupt the sentence meaning and reading fluency.

Negative references to men should either be eliminated or compensated by equal reference in a positive manner.

Following these necessary revisions, *Taking Care* will find a welcome acceptance among a large cross section of women readers in high school, adult education classses, women's support groups, libraries, and literacy programs. Mothers and daughters are especially encouraged to read this book.

Louise Persson-Riess is the Literacy Program Assistant with the Parkland Regional College in Yorkton.

Mary Breen is presently working on the 3rd edition of Taking Care *which will include a section on AIDS. It will be on sale in July. Probable cost will be $12.95 + GST. 30% discount on orders of five or more. Order from:*

Sandy Robb, Manager
Professional Book Division
McGraw-Hill
300 Water Street
Whitby, Ontario L1N 2N7

Resources for Adult Literacy

In each issue of Literacy Works we publish a bibliography of materials pertaining to the topic addressed in that particular issue. If you have materials which you think should be included in upcoming issues, please contact us.

Health and Literacy

Most of these resources are available free through interlibrary loan. Just call or talk to the librarian at your local library. Ask for the book, article or tape you want and they will order it for you from another library. Other sources are listed here for books that are not available through interlibrary loan.

Easy to Read Health Information

"Warning: Lake Water Contamination," "Shigella" and "What is Tuberculosis?" (pamphlets). Saskatchewan Health, Northern Health Services, P.O. Box 5000, La Ronge, SK S0J 1L0.

"You and Your Blood Pressure," "The Joy of Fitness," "Alcohol and Health," "About Good Health for Women," "What Everyone Should Know about V.D.," "What Everyone Should Know About Sexually Transmitted Diseases," "Physical Health in Later Years," "About Cholesterol," "Good Nutrition in Later Years" and "Walking for Fun and Fitness" (pamphlets) available from Scriptographic Communications Ltd., 150 Consumers Road, Suite 404, Willowdale, ON M2J 1P9 (416) 756-1590.

The company also publishes pamphlets on AIDS, occupational health and safety, family safety, mental health and child development topics.

"AIDS," "Sexually Transmitted Diseases," "Smoking" and "Second Hand Smoke" pamphlets in kit "Health is a Community Affair", also available in French and Dene from: Health Promotion, Northwest Territories Health, P.O. Box 1320, Yellowknife, NWT X1A 2L9 (403) 920-8773.

"Smoking and You" (brochure) Community Health Services (Saskatoon), 455-2nd Ave. N., Saskatoon, SK S7K 2C2 (306) 652-0300 or from Saskatchewan Health Promotion, 3475 Albert Street, Regina, SK S4S 6X6 (306) 787-1494.

Alderson, J. and others. **Keeping Healthy**. London, ON: London and Area Community Literacy Committee, 1989. This and other books available from Project Literacy, c/o London Public Library, 305 Queens Ave., London, ON N6B 3L7 (519) 661-5120.

This booklet is 52 pages and covers visiting the doctor, at the drugstore, visiting the dentist, Canada's Food Guide and other information in a lesson/vocabulary/exercise format that would be very useful to instructors, tutors and students.

continued . . .

Resources for Adult Literacy continued

Guides for Health Workers and Literacy Practitioners

Bremner, J. and others. **Action on Health Barriers: Health promotion with low-income women**. Toronto: Opportunity for Advancement, 1988.

This manual is written for people who work with low-income mothers to provide programs and services which meet their health needs. It outlines barriers that can prevent poor women from taking healthy action, and provides ideas for meeting some of these challenges.

Doak, C. and others. **Teaching Patients with Low Literacy Skills**. Philadelphia: J.P. Lippincott, 1985. Available through interlibrary loan.

This book gives useful advice to health professionals to ease communication with patients; also useful to literacy workers who discuss health topics with adults who have low literacy skills.

Kappel, B. "Literacy and Health," **Ontario Medical Review**. March 1988, pp. 42-43. Available through interlibrary loan.

This is an excellent summary of literacy and health issues in Canada.

Ontario Public Health Association. **Literacy and Health Project: Phase One: Making the World Healthier and Safer for People Who Can't Read**. Toronto: 1989. Available from Ontario Public Health Association, 468 Queen St. E. Suite 202, Toronto, ON M5A 1T7 (416) 367-3313.

All literacy practitioners and health workers should read this excellent account of the dire health problems resulting from illiteracy and health literature that is difficult to read. Existing challenges and recommendations to meet these challenges are outlined.

Perrin, B. "Literacy and Health: Making the Connection" **Health Promotion**, Summer 1989, pp. 2-4. Available through interlibrary loan.

Highlights of the Ontario Public Health report referred to above.

U.S. Dept. of Health and Human Services. "Pretesting in Health Communications: Methods, Examples and Resources for Improving Health Messages and Materials," Bethseda, Md: author, 1984. Available from Canadian Law Information Council, 500 Eglinton Ave. E. Suite 205, Toronto, ON M4P 1P3.

This booklet guides health agencies to communicate health messages clearly, simply and effectively.

MCL Link

Elsie Livingston

As Saskatchewan representative to the MOVEMENT FOR CANADIAN LITERACY, I have been invited to report to you in *Literacy Works*.

I am pleased to accept this opportunity.

Initially, let me emphasize two lobbying projects. Each of them is designed to empower learners. Letter writing is a powerful tool and Learners have the power to influence all levels of government. This is action we cannot undertake successfully on their behalf. We, however, are the keys to enable, and supply the tools.

1. The **Saskatchewan Adult Basic Education Association (SABEA)** launched **The World's Longest Letter on Literacy** to the Prime Minister at the recent conference in Yorkton. The theme of the letters is continued and increased funding for literacy education.
2. The **On Our Way Newspaper Committee** has suggested a more specific letter writing campaign to provincial government officials to inform them that our low-literacy newspaper is useful and needed, and to request continuing funding for it.

Please send letters to:

Hon. Ray Meiklejohn
Minister of Education
307 Legislative Bldg.
Regina S4S 0B3

Hon. Gary Lane
Minister of Justice
312 Legislative Bldg.
Regina S4S 0B3

GOAL: To have 500 letters from learners (hand-written are best) reach one or both of the above ministers by April.

In future columns I will report on national and international events and issues. Please make this true communication by informing me of your concerns and ideas.

World's Longest Letter on Literacy

Background: International Literacy Year has served as the "summons to action", but the goal embraced by the United Nations — the eradication of illiteracy — can only be achieved by a long-term commitment of governments and popular support from our communities. Governments must indicate that they have the political will to make the resources available for literacy programs. The public needs to be prepared to free up tax dollars for programs if illiteracy is to be eliminated, or even reduced in Canada. This is, ultimately, a national issue because funding needs to come from national sources.

Purpose: To create public awareness of the need for funding of literacy training. To lobby for funding of literacy programs.

Plan of Action: Literacy students write a letter to the Prime Minister explaining his or her need for a literacy program. Be specific.

Send the letters to Elsie Livingston at the address shown below.

Format: Use letter form to make it a learning experience.
8 1/2 x 11 paper, not punched
May be hand-written, typed or transcribed by tutor
One page only
Must be signed—it will be much more effective

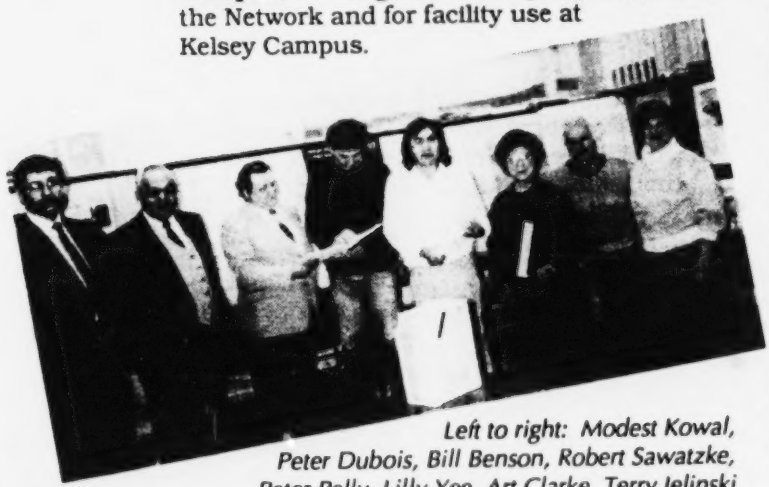
Address: Rt. Hon. Brian Mulroney, Prime Minister, House of Commons, Ottawa, Canada K1A 0A2

Process: Tutors and Instructors invite their learners to write letters.
Discuss funding at this time.
Comment on the effectiveness of a powerful lobby.

Sponsored by SABEA Elsie Livingston
953-5523 or 763-7745
101-699 28th Street West
Prince Albert, Sk. S6V 6K5

Network Thanks SIAST

On Friday, November 23rd, 1990, a public thank-you was given by the **Saskatchewan Literacy Network (SLN)** to **SIAST-Kelsey Campus**, in recognition of ongoing support for the Network and for facility use at Kelsey Campus.



Left to right: Modest Kowal, Peter Dubois, Bill Benson, Robert Sawatzke, Peter Pelly, Lilly Yee, Art Clarke, Terry Jelinski

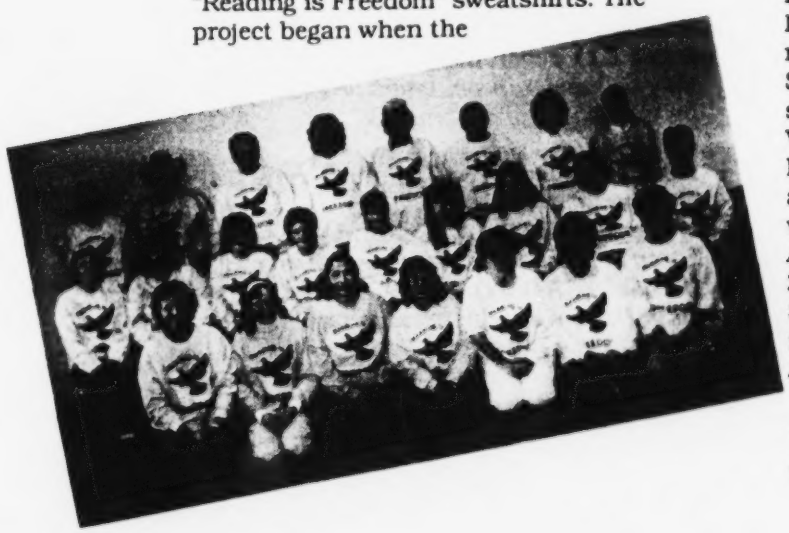
This partnership has been a key factor in the success the SLN has enjoyed, according to Peter Dubois, SLN President. The network has established itself as a central clearing agency and catalyst for the exchange of information about literacy programming between delivery agencies and adult learners throughout the province.

SIAST continues to be an important source of literacy programming, says Modest Kowal, Kelsey Campus Principal. "We support the Saskatchewan Literacy Network's goals and are pleased to have them headquartered here at Kelsey."

Mr. Bill Benson, a Kelsey Campus Adult Basic Education student and SLN board member, presented the encyclopedias for use by literacy students. Mr. Robert Sawatsky, an adult learner at Kelsey campus accepted on behalf of their Learning Assistance Centre.

Reading is Freedom

Three of Woodland's literacy classes and their instructors proudly display their "Reading is Freedom" sweatshirts. The project began when the



Prince Albert Literacy Network decided to assist in increasing awareness during the Literacy Decade form 1990-2000. Lillis Lawrence, a member of the Prince Albert network and Literacy instructor at the Saskatchewan Penitentiary, initiated the sweatshirt idea. With financial support from Weyerhaeuser Canada: a logo contest was held; materials were purchased; fabric, paint and spray bottles and individual works of art were created. Literacy instructor Sandy Anderson, Joanne Johnson and Audrey Zelenski assisted in coordinating the project. Smiling students can be seen sporting their individual color designs around the school. And already the orders are coming in!

This article appeared in SIAST Today. *It is reprinted with permission.*

West Course Leaders Graduate

Lori Stinson O'Gorman

October 5, 1990 was graduation day for the first group of Course Leaders to complete their training for the **Workers' Education for Skills Training (WEST)** program. The course leaders will return to their workplaces where they will be responsible for teaching fellow workers who wish to improve their literacy skills.

The training consisted of two weeks of very intensive residential training at the Prairie Christian Training Centre in Fort Qu'Appelle.

The Grain Services Union (GSW) and the Saskatchewan Wheat Pool (SWP) were the first to start their programs — in mid-October. By the end of January, all programs were up and running.

Course leaders, trainers and program co-ordinators are shown in the photo.

A.E.I.O.U.

September 18th, 1990 – 7:30 a.m.

Sharon Dixon

The time has come to help someone learn to read.
I sure hope I can fulfill that important need.
It must be very hard and embarrassing to not read a sign.
Or try to figure out what is on an application line.
Not being able to read a book or menu.
How degrading it must feel, to not be able to do.
When you can't read a newspaper, or a story to a child.
It must be humiliating, and make a person riled.
Not being able to write your name or address
Must be very hard, and would hurt, I do confess.
Not being able to write a letter to a loved one.
Must be disappointing, and you miss out on a lot of fun.
Not being able to fill out an application for a job
Must make you feel like your rights, someone did rob.
So I hope I can help one person or two
To get out of that emotional stew.
I hope I can help their confidence and pride
While making myself a new friend on the side.

Sharon Dixon is a volunteer tutor in Moose Jaw. She wrote this poem while she was doing her tutor training.

NETWORK NEWS — Winter 1991

The Network's activities for the next few months fall into three areas.

1. **Student Support**

   Support groups continue to meet in Estevan, Nipawin, North Battleford, Saskatoon, and Swift Current. Student conferences are being held in Swift Current (April 13th), Saskatoon (May ??), Weyburn (March 25th). Please call the Network office if you would like more information about any of these events.

2. **Activities for Practitioners**

   - April 13th — *Tutoring Learning Disabled Learners*, Saskatoon. Workshop for tutors, call 652-5448 to register.
   - May 2nd — ESL and Literacy symposium, Saskatoon. (part of the national Teaching of English as a Second Language Conference).
   - June 17th-28th — *Western Regional Listeracy Institute*:

     YES! It's happening!

     DATES: June 17th to 28th, 1991

     PLACE: University of Saskatchewan, Saskatoon

     REGISTRATION: $100 (not confirmed)

     FOR INFORMATION: Call the Network at (306) 653-7178

     Co-sponsors: Literacy Workers of Manitoba, Literacy Coordinators of Alberta and Saskatchewan Literacy Network

3. **Publications**

   - *On Our Way*, our graded level newspaper now sends out over 1200 copies to readers from Newfoundland to British Columbia and everywhere in between. Congratulations and thank you to all the students who have contributed articles to the paper. Funding for this project will run out in December and we are anxious to find sponsors for it. The total annual budget of the paper is $40,000. If you know of an individual, company or service club who would like to support an excellent cause please tell them about the paper.

     NEW!!! NEW!!! NEW!!!

   - *New Writers' Publications* — The Network is planning the publication of student writings in book form. These will be organized around themes including: the experience of immigrants, rural life, and others to be defined. We are still accepting material so if you know of something that could be included, please contact us.
   - *Bibliography of Saskatchewan Literacy Materials* — The Network is working with the Provincial Library to produce a list of locally produced literacy resource materials. This list will be circulated nationally, along with lists from other regions, by the National Literacy Secretariat. Please contact us if you know of something that should be included.
   - *Video materials on tutoring the learning disabled.* Watch for more information in the summer issue of Literacy Works.

PRAIRIE LITERACY INSTITUTE

The Western Canadian Literacy Educators are calling for applications for **instructors/course facilitators** for two courses to be offered June 17 to 28, 1991 in Saskatoon. We are seeking individuals with expertise in one of more of the following areas:

Issues in Literacy,
Advanced Literacy Methodology,
Working with Special Needs Learners,
ESL Literacy

Please contact:

Nayda Veeman, Co-ordinating Committee
c/o Saskatchewan Literacy Network
Western Canadian Literacy Educators
P.O. Box 1520, Saskatoon, Saskatchewan
Tel. (306) 653-7178, Fax. (306) 933-6490

FEES: Honorarium and all travel and accommodation.

Please submit a letter of interest and resume by April 1.

ACROSS THE NETWORK DESK

1. **Regina Literacy Coalition** — We're pleased to announce the birth of a new coalition. Meetings are open to anyone interested in literacy and are held 5-6:30 PM the first Wednesday of the month.
2. **Teaching of English as a Second Language** — A national conference is being held in Saskatoon, May 2nd-4th, 1991. Call (306) 966-8600.
3. **"Literacy-Sharing and Empowering"** — The United Nations Assoc. is sponsoring a videoconference on Saturday, May 11th. Participants will be linked by satellite with centres across Canada and in the Caribbean. In Saskatchewan, centres may be set up in Prince Albert, Saskatoon and Regina. Call the Network for current information.
4. **Saskatchewan Adult Literacy Specialist** —Cathy Hartman has been hired by Cypress Hills College to assist Literacy Coordinators in the training of tutors.
5. **The Movement for Canadian Literacy** — is producing a Good Practice Document for Canadian Literacy Programs. This will serve as a reference for program planners. The Network will be helping to collect information about Saskatchewan Literacy programs.
6. **National Literacy Thesaurus** — This project will define literacy terms as they are used in Canada so that we all can understand each other. The Network will serve on the advisory committee so if you have any ideas about terms which should be included, please let us know.
7. **Call for Papers** — 40th Annual Adult Education Conference of the American Association for Adult and Continuing Education, in Montreal from October 14th-20th, 1991. Submit to 1112 – 16th St, N.W., Suite 420, Washington, D.C., 20036. Phone: (514) 343-7844.
8. **Clear Lines** — How to Compose and Design Clear Language Documents. Presented by Frontier College. Workshop, Book and/or Video available. Session dates: April 22nd-23rd, May 28th-29th, June 18th-19th. Sessions $275.00, take place at Frontier College, Toronto, Ontario. The Book: $15.00. The Video — The Clear Writer's Hit Squad: $125.00 (add 7% GST). For more information contact Frontier College. Phone: (416) 923-3591 or fax: (416) 323-3522.
9. Congratulations to teachers **Linda Graves** and **Roberta Reichert** and the **Grade IV class at Pleasant Hill Community School** in Saskatoon for winning the Canadian Teachers' Federation National Literacy Award of **$10,000**. We hope to hear in a later issue about the innovative programming that led to this ahievement.
10. **The Future of Literacy in Canada** — a meeting of the Canadian Commission for Unesco. Wednesday, September 11th – Friday, September 13th, 1991. Ottawa, at the offices of the Canadian Commision for Unesco. For information, contact Brad Munro or Isabell Marquis (613) 598-4385.
11. Information about several prestigious **International Literacy Prizes** is available at the office. If you know of an exceptional program or individual, why not recommend it/them for one of these awards? Closing date: April 15th, 1991. Contact the Network office for further information.

*Congratulations to **Liz Ormiston**, a member of our Editorial Collective, and her partner Ian Rogers. Liz gave birth to Amelia Anne on March 5th. **Congratulations Liz and Ian!***

SASKATCHEWAN LITERACY NETWORK

LOGO CONTEST

WE NEED YOUR IDEAS

On May 11th the most suitable entry will be chosen!! Doodle your way to a $25 book-store gift certificate! Send your original design(s) to:

Saskatchewan Literacy Network
P.O. Box 1520
Saskatoon, Sask. S7K 3R5
Include your name, address and phone number.

Phone the Network office at **653-7368** for more details.

NEXT ISSUE

The theme of the next issue of LITERACY WORKS will be:
FOCUS ON THE LEARNER (Summer)

The deadline for submissions will be May 6, 1991.
Your contributions on this topic are eagerly awaited!

Please send them to:
Hilary Craig
Literacy Works
124 Champlain Drive
Regina, Saskatchewan S4S 4Y9
Phone: (306) 585-0981 (home)
(306) 787-9155 (work)
Fax: (306) 787-9560

Fall Issue: **LITERACY AND WOMEN**

HELP WANTED

The editorial collective is looking for help! We would like all helpers, but we would particularly appreciate helpers with the following skills/interests:

- knowledge of Wordperfect 5.0 and IBM compatible PC's
- enjoys soliciting articles and ads, and doing follow-up
- ability to do proofreading

Contact Hilary at the above address if you are interested.

MEMBERSHIP/SUBSCRIPTION REQUEST FORM

Please send a one year **Saskatchewan Literacy Network** membership. This includes a subsciption to LITERACY WORKS (published 4 times a year).

Name _____ Occupation _____

Address _____ Telephone _____

City _____ Prov/State _____ Postal Code _____

Please indicate type of membership:

☐ Student — $5.00 — 1 copy of Literacy Works newsletter per quarterly issue.
☐ Individual — $10.00 — 1 copy of Literacy Works newsletter per quarterly issue.
☐ Subscription only — $10.00 — 1 copy of Literacy Works newsletter per quarterly issues.

Mail with your completed cheque or money order to:
Saskatchewan Literacy Network, P.O. Box 1520, Saskatoon, Sk., S7K 3R5.

LITERACY WORKS

Vol. 2, No. 2 A Quarterly Publication of the Saskatchewan Literacy Network Summer 1991

Focus on the Learner

Price: $5.00 (incl. tax)

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Collectively edited and produced by:
Hilary Craig, Pat Durey, Denise Hildebrand, Liz Ormiston, Rosemary Sturge

Saskatchewan Literacy Network was established in September 1989. It is a coalition of groups and individuals working for literacy. LITERACY WORKS is its quarterly publication and focuses on a different aspect of literacy in each issue.

The ideas expressed in this publication are not necessarily those of the Board or Newsletter Committee of the Saskatchewan Literacy Network.

We welcome contributions and responses from students, practitioners, or anyone interested in literacy. Articles and letters may be sent to the Saskatchewan Literacy Network, P.O. Box 1520, Saskatoon, Saskatchewan S7K 3R5, or to Hilary Craig, 124 Champlain Drive, Regina, Saskatchewan S4S 4Y9.

For further information, call SLN (306) 653-7368, 653-7178 or Hilary Craig (306) 585-0981 (res), 787-9155 (bus)

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Focus on the Learner

Several months ago, the Editorial Collective of Literacy Works chose, as the focus of this issue, to look at the learner. Hence we entitled it: FOCUS ON THE LEARNER.

We didn't realize at that time that many learners across the country were busy preparing for several events which are covered in this issue.

It is fitting, I think, that we are able to bring our readers news of a number of learner events: the formation of the Learner Action Group, the ESL Learners' Conference, and many other activities involving learners/students.

It is exciting to see learners/students taking action. Those of us who are practitioners can look forward to an exciting future in which we work with students who see themselves as active participants. We all have much to learn and much to share!

Before concluding, I would just like to mention our pride in the election of Alan Kobe, as Chairperson of the Learners' Action Group.

Congratulations and best wishes, Alan!

Darren McNab, Beat the Street, Regina

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Literacy for Adults with Learning Disabilities

Debbie Purton

In May 1989, Parkland Regional College undertook the developmental project, Literacy for the Learning Disabled Adult, for the purpose of providing appropriate intervention for learning disabled adults. The main objectives of the project were:

- the development of a checklist appropriate for initial screening purposes;
- the accurate assessment of specific learning disabilities in adult learners;
- the development of individualized program plans for adults with learning disabilities;
- the provision of specific training/intervention on a one-to-one basis through trained volunteers; and
- the preparation of specialized instructional resources suitable for learning disabled adults.

A summary of the major developments and accomplishments of Phase I of this project follows:

1. Information sessions on learning disabilities and illiteracy have served to develop an increased awareness level within the region. To a limited extent, people are more sensitive to and understanding of the academic, emotional and occupational needs of adults with learning disabilities, and are more willing to refer or self-identify for intervention.
2. Twenty adults, which is double the number project participants originally estimated, were referred to Parkland Regional College for identification of learning difficulties. Of these referrals, nineteen have been assessed as learning disabled.
3. An initial screening device has been developed to assist other professionals and paraprofessionals in the identification of potential learning disabilities.
4. The Structure of Intellect — Learning Abilities Test has been adopted for project use, and is currently being piloted for assessment and intervention purposes.
5. During Phase I, volunteer tutors were recruited to assist adults with severe learning difficulties on a one-to-one basis — a model which has been recommended by the Learning Disabilities Association of Canada.
6. The initial training requirements of volunteer tutors, who are working with learning disabled adults, have been identified. Provisions for specialized training, which enabled the tutor to more adequately meet the needs of learning disabled adults, have been made.
7. Support services required by adults with learning disabilities have been identified.
8. Specialized materials suitable for adults with learning disabilities have been developed. These materials include:
   - Instructional Strategies for Adults with Learning Disabilities — Tutors Handbook
   - Tutor's Guide to the Structure of Intellect
9. Both formal and informal measures of evaluation will be completed upon one year of intervention.

continued . . .

Literacy for Adults with Learning Disabilities *continued*

Parkland Regional College has recently been awarded additional funding, through the Saskatchewan Literacy Council and the National Literacy Secretariat, to continue with Phase II of the "Literacy for the Learning Disabled Adult" project. Initiatives to be undertaken during the upcoming year include:

- conducting information sessions on learning disabilities and illiteracy;
- continuing opportunities for academic instruction specific to the needs of learning disabled adults;
- identifying the additional training needs of volunteer tutors;
- implementing the necessary support services required by learning disabled adults involved in the project; and
- modifying specialized materials developed during Phase I.

For additional information, please contact Parkland Regional College — Literacy Program, in Yorkton, at 783-6566.

Reprinted with permission of Learning Disabilities of Saskatchewan.

SOURCE: The Provincial Newsletter, Learning Disabilities Association of Saskatchewan, Winter '91.

Debbie Purton, Literacy Coordinator with Parkland Regional College, has been working in the field of adult literacy for the past ten years. Debbie is a board member of the Learning Disabilities Association of Saskatchewan and is also currently involved in a national project on "Literacy and Learning Disabilities" with the Learning Disabilities Association of Canada.

Developing Literacy Skills for University Level Work

Peggy Buckley

Introduction

Literacy is a process of empowerment. It takes the learner on a journey of skill development that involves acquiring and effectively using listening, speaking, reading, and writing skills to gather information about his/her world. The information gathered must be interpreted and used to make informed decisions and direct changes the learner thinks are appropriate at both an individual and a more broadly based community or social level.

Adult learners entering a university accredited program, must develop and use advanced literacy skills. Recognizing this, the Gabriel Dumont Institute's Native Human Justice (NHJ) program introduced a two week "time management/study skills" course in 1989. The course had two primary objectives:

1. Introduce to students some of the personal adjustment/management skills needed to help them succeed in a 20 month, Certificate of Human Justice program;
2. Provide an opportunity for students and instructor to evaluate existing literacy skills while, at the same time, challenging and developing these with content applicable to the human justice field.

Course Content and Instructional Techniques

Content of the course focused on helping students advance their skills in specific areas: time and stress management; study techniques; information gathering (reading, viewing, listening); information storage (note taking); information reproduction (writing, researching, oral presentation).

Time and stress management as well as study techniques were taught using an instructor-prepared handout that was discussed in the class. Case studies requiring application of information handed out were done in small groups. This was followed by a verbal report of each group's decisions/findings.

Note-taking was handled in a similar manner, with the NHJ program coordinator delivering a "guest lecture" on the Canadian criminal justice system so that students could practice the skill. Debriefing after the lecture centred on both the process of note taking; difficulties engendered, ways to surmount them; and the content: handling unfamiliar terminology and concepts, using charts to illustrate relationships, and so on. Invariably, there were many questions that generated discussion and moved students on to more advanced concepts and interpretation.

continued . . .

Developing Literacy Skills for University Level Work *continued*

Writing was addressed by having two, ten-minute long sessions of "free writing" each day. As the course progressed, students wrote increasing amounts during these sessions. This provided the instructor with feedback on student perceptions of the class. It also helped her identify difficulties each student was having with English grammar. This information was addressed during the course, discussed with the student at its conclusion, and passed along to the English writing skills instructor who worked with the group during their first semester of "real" classes.

At the end of each day, students were given an article dealing with some aspect of justice or Aboriginal concerns. They were required to prepare a "reaction journal", using this article. The reaction journal format involved: reading, identifying unfamiliar words/concepts, looking these up and locating a synonym/explanation, writing a precis of the article, isolating one or two new pieces of information garnered from the article, formulating and writing a reaction to the article, noting questions arising from the article and suggesting how these questions might be addressed (i.e. where and how to undertake additional research on the topic).

Each morning, the class discussed the reaction journals. This often resulted in debate among class members. It also raised some issues which served to broaden the information base of the learners and pique their interest in related fields and questions. On a number of occasions, when a topic naturally expanded into a variety of realms, we brainstormed a "map" of the topic area. The map became a guide for students in how to research and construct the first draft of an essay on the topic, a technique they applied in classes later in the course.

Occasionally, a video was used in place of a newspaper article for the reaction journal assignment. The same basic format was followed. Use of videos helped reinforce with students the idea that audio and visual materials used in classes must be treated as sources of information and should serve as sources for notes, opinion formation, etc.

Peggy Buckley is a private consultant and mother of two who now lives in Prince Albert. She has worked in the fields of adult literacy, ESL, program design and evaluation in Africa and northern Saskatchewan over the past 20 years.

Theatre and Literacy at Lakeland College

Kit Brennan

At Lakeland College in Lloydminster, a Secretary of State grant has enabled the Literacy and Drama Departments to go ahead with an experiment in literacy work. Last year, the Academic Upgrading students at the college prepared a book of student writings entitled *Wishes, Wonders, and Words*. I began as the new literacy programmer at the college in November, and as my background is that of a professional actor/playwright, I was delighted when I came upon this book — I was immediately taken with the clarity and humour of the writings, and especially with the innate sense of comedic and/or dramatic timing which the writers displayed. Together with Andrew Willmer, Artistic Coordinator of Drama at Lakeland, and various keen and wonderful faculty members of the community, we created a theatrical production which we called *The Write Stuff*. People have asked me whether I changed the wording, "cleaned it up", etc. — my response is an unqualified NO, the writing is perfect just the way it is, it is *living* writing, the kind playwrights work hard to achieve and often miss. Our first performance was on April 5, for the student writers themselves. It was truly our most memorable and exciting performance. We had a great deal of positive feedback from students and instructors alike, and the amount of laughter and attentiveness we received from the audience was in itself high praise. Since then, we have taken the show to Prairie West Regional College (for their volunteer/graduate celebration banquet) and to Kitscoty High School in Alberta.

The second drama/literacy event we are holding is a workshop production of a new Canadian play entitled *Spring Planting*. The play is based on a literacy theme, and I wrote the script with the idea that it could help improve access and outreach to current literacy programming. A workshop production is designed to attract audience and peer feedback to help the playwright in the re-writing process. We feel indebted to the Department of the Secretary of State of Canada for a grant enabling us to proceed with this first step. We believe that the play is humorous and entertaining as well as informative. In the play we deal with the cause and effect of an inability to read and write. We also examine available literacy training, and the topic of family literacy. We believe that a demonstration project such as this could be part of a new approach to attracting learners to literacy work.

Jill McLuckie (seated) and Jocelyn Stevens act out Dinner's Late Again? written by Ellen Knudsen. This was one of 33 pieces written for The Write Stuff performed at Lakeland College in the first week of April. *Photo by Bill Johnson*

Kit Brennan is a professional playwright/actress who has worked as Lakeland College's (Lloydminster) Literacy Programmer for 1990/91. She is planning to do a Master's Degree in Fine Arts in playwriting at the University of Alberta.

The Literacy Programmer at Lakeland College may be contacted at: Bag 6600, 2602 – 59th Avenue, Lloydminster, Alberta S9V 1Z3

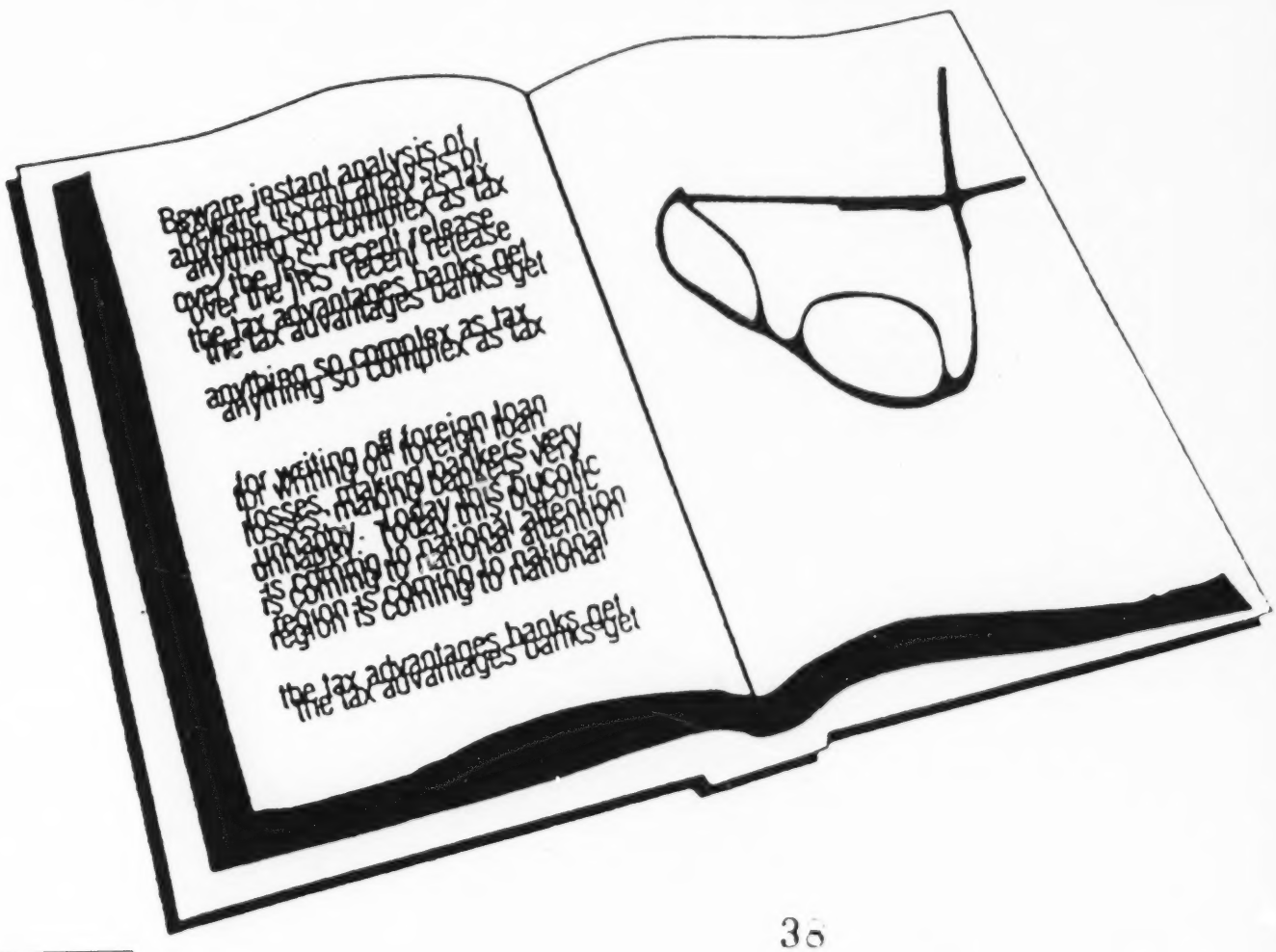
Scotopic Sensitivity Syndrome — What is it?

Beverley Davison Butt

We know there have always been some students of average or even gifted intelligence whose reading is below par. Despite intensive efforts by learner and teacher, their reading skills remain out of whack with their aptitude. These students are sometimes called "learning disabled".

Research indicates at least 50% of these students have some visual perceptual problem. When diagnosed, remedial strategies can be implemented. However, one perceptual problem has escaped detection through the usual visual tests.

In 1981, Dr. Helen Irlen discovered some people are sensitive to wavelengths and intensity of light, particularly fluorescent light. Glare on a printed page can cause them so much eyestrain they cannot read comfortably for more than 10-15 minutes. The longer they read, the more difficult it is to focus letters. Letters may begin to move, disappear, or become blurry. Some see bright spots, dots, or colours on the page. Sometimes the whole page vibrates or swirls! Unfortunately, they don't realize they see the page differently to other persons!



They just know it is very difficult to read. Irlen calls this **Scotopic Sensitivity Syndrome**.

What are the Symptoms?

These persons develop coping strategies which give us clues to their visual problem. They may rub their eyes, blink, squint, frown, use a finger to keep their place or stop reading. They may shade their eyes with their hand or angle their paper away from the light. Some get headaches and most are tired by the end of the day. Many prefer to read in dim light. Most are bothered by bright sunlight, some even sneeze when they go outside. Suspecting visual problems, many have gone to an optometrist only to learn they have 20-20 vision. But they can still have Scotopic Sensitivity Syndrome!

"Magic" of Colours!

Research has shown special non-glare coloured overlays can eliminate the symptoms of Scotopic Sensitivity Syndrome. Using the overlays, these people may for the first time see clear, non-moving print. Without eyestrain, they can read longer. Fluency, comfort, and comprehension improve. Pleasure in reading increases!

What Can be Done? (3 A's)

1. **Awareness:** Know there is such a thing as Scotopic Sensitivity Syndrome. Watch readers for symptoms and ask questions about what they see on the page.
2. **Assessment:** If symptoms exist, refer the individual for evaluation. Qualified personnel will determine the extent of the problem and assist in the selection of appropriate coloured overlays. Tinted filters can be chosen to replace overlays, since as well as improving reading, they can be worn to reduce glare when writing, reading chalkboards, driving at night, or shopping in the intensely lit malls.
3. **Advocacy:** Although more than 20,000 persons now wear tinted filters, Scotopic Sensitivity Syndrome is relatively known in Canada. Share your knowledge with others. It is estimated that about 48% of the learning disabled population and 8-15% of the general population have Scotopic Sensitivity Syndrome. You may have friends who don't seem to read very much. Find out why! (And since it is inherited, it can be found in more than one family member.) Your advocacy may change non-readers into avid readers!

Beverley Davison Butt, M.Ed. DCS is Director of Sandpiper Learning Centre, Regina (584-9124). The Centre provides workshops and assessments including diagnosis of learning disabilities and Scotopic Sensitivity Syndrome. Beverley previously was Director of Special Education in Prince Albert and consultant for Saskatchewan Education.

Farming: Words to Live By
The Production Process

Grant Wilson

Farming: Words to Live By has been available to learners in literacy programs for about eight months. It has started to fill what was an obvious need in Saskatchewan literacy programs: the need for more home grown literacy materials.

Readers might be familiar with the general outline of the book, but the participants' procedure for producing the book could be instructive to other literacy groups who want to produce their own material. This is a very brief description of the production process that lasted about ten months.

The project began informally when I was told in late August, 1989, that my initial proposal had been accepted by the Canadian Give the Gift of Literacy Foundation. First, we began to assemble the project's main participants.

The most important players were the nine contributing writers from writers' groups in three towns. We also had the help of a Writer-in-Residence, Lee Gowan, who was in Melfort for one year taking part in the Resident Writer Program sponsored by the Saskatchewan Writer's Guild. Lee was concerned with the quality of writing in the writer's contributions, including aspects of voice, tone and realistic dialogue. Finally, there was me, the Literacy Co-ordinator, whose job it was to oversee the project and keep the focus on Literacy.

The plan was to create a handbook that would help learners practice their basic reading vocabulary skills while reading material that was a well-known part of their everyday life. The handbook was not aimed at farmers because we thought farmers had any more of a problem with illiteracy than any other group of people. It was because farming is an integral part of life in northeast Saskatchewan and it made sense to write for the audience we knew best.

A standard format for each chapter served as a guide for the writers and ensured continuity throughout the book. Page 1 of each chapter listed the key vocabulary words in the chapter's specialized area. A story using those key words in context made up page 2. Page 3 contained questions that tested reading comprehension and/or gave the learner the opportunity to practise using the key words. We knew it was important to include a practical example of what a learner would read in each particular area. This made up page 4. Finally page 5 was made of more difficult exercises that further reinforced the chapter's key words.

One of the first decisions we made was for each contributor to work on a pilot chapter. This allowed the writers to practice writing to the prescribed format and to receive some feedback before they actually started writing their contribution.

After choosing the subject areas to write about, and dividing the chapters among the contributors, the writers wrote their stories and sent them to Lee Gowan, the Writer in

Residence, who was to critique them. The critique of the stories was conducted in a workshop atmosphere, with Lee critiquing the stories, pointing out strengths and weaknesses in the stories.

We had reserved the third page of every chapter for questions that would quickly test the learner's reading comprehension. Question formats included fill in the blanks, matching questions, and multiple choice questions.

We then skipped over the fourth page and worked on more comprehension questions, this time in a more difficult format. Word searches and crossword puzzles were the most appropriate here. Thus far we were finished the material that dealt directly with the key words chosen for that chapter. All that was left was the fourth page, the "labels page."

At this point the writers wanted their work to be critiqued by actual learners who would be using the handbook. I made up a survey form for Adult Basic Education students and distributed it throughout the region to about 60 students in ABE classes. Each student read and critiqued two or three stories. During our next meeting writers looked at the evaluations completed by the ABE students. Each writer got some specific feedback about their stories. It was up to the writers to react to those comments, and make whatever changes they saw fit.

I was responsible for the book's post production phase. This meant ensuring that questions and word definitions were uniform throughout the book, making up an answer key, taking pictures, and creating a few of the "labels pages."

We launched *Farming: Words to Live By* on September 8, 1990. I presented each contributor with a plaque to commemorate his/her contribution to the book.

I am proud of what we accomplished with the production of *Farming: Words to Live By*. One of the most gratifying results has been the news that other literacy programs across the country intend to use the same format to produce literacy handbooks to targeted audiences such as natives, miners, hunters and trappers. The project will be a lasting success if it helps to inspire learners to make reading an integral part of their life by producing their own literacy material about their own experiences of life.

Grant Wilson has been Literacy Program Co-ordinator at Cumberland Regional College for the past three years. He has a B.A. and M.A. in English from the University of Saskatchewan, and has spent two years teaching Conversational English in Japan.

For more information about Farming: Words To Live By, *write: Grant Wilson, Cumberland Regional College, Box 967, Tisdale, Saskatchewan S0E 1T0 Phone: (306) 873-2525, Fax: (306) 873-4450*

SIAST Kelsey Drop-in Centre

Terry Jelinski

The SIAST Kelsey Literacy Drop-In Centre provides academic instruction eighteen hours a week for adults who are interested in learning to read or who are wanting to upgrade present skills. One-to-one and small group tutoring are available free of charge. The focus is on improving each student's reading, writing, and numeracy skills. Instruction in spelling skills always seems to be an area where students require help. Regular attendance is optional as students may enter and leave the program when they choose.

Several students attend the **PALS** Computer Assisted Program and supplement their learning by attending the Drop-In Centre. Many students view the SIAST Adult Basic Education 1-10 Program as their next step to formal education.

The typical student drawn to the Drop-In Centre brings with him/her a successful work history.

Students are mature (the average age is over thirty five). Clearly, these students have worked hard and have paid their share of taxes. They have raised their children and have now declared that it's their turn to get an education.

Many students have found themselves in situations where they must improve their basic skills. The jobs they once performed are no longer available to them. Some students have health problems and are unable to perform the physically demanding jobs they once had. So, re-education and retraining are essential for them. Many students are raising children and want to be role models for their children. They realize that upgrading and retraining might mean securing long-term, meaningful employment.

The Drop-In Literacy Program at Kelsey is viewed as a positive program for the seventy students who use it on a regular or irregular basis. For some, our classroom is the first time that school has been a positive experience.

Terry Jelinski has been the SIAST Literacy instructor for three years and has worked with adult learners since 1984, most of it part-time. She has approximately nine years of teaching experience and has worked with students from grades two to ten. She has worked in Northern Saskatchewan and on the West Coast — Queen Charlotte Islands. All of her experience has been in a cross-cultural setting.

Terry is married and has three children. When not at work she spends much of her time volunteering in activities at her children's school.

Terry may be reached on Tuesday and Thursday evenings at 955-3158, Kelsey Drop-In Centre, Box 1520, Saskatoon, Saskatchewan.

Workers' Learning Circles

Harold Johnson

The idea of using the circle as a method of learning is not a new one. It has been around since the first grandmother sat down and told stories that helped fellow tribespeople learn.

Today, at the Cameco Key Lake Uranium Mine, we run a Worker Education for Skills Training (WEST) program that is also based on the circle. Instead of a grandmother, we have a facilitator trained by the Saskatchewan Federation of Labour in this new/old method of learning. The participants are people from the work force that want to upgrade their reading, writing, and numeracy skills.

Circles have no beginning or end, no top or bottom. No-one in the circle has a greater or lesser position than anyone else. A large circle can be broken into smaller circles so that separate projects may be worked on simultaneously. I believe that this is the basis of democracy.

Group learning does not require a teacher, and the circle does not allow anyone to sit at the front of the class and dictate. Instead, the group determines its curriculum, which is limited only by imagination. Study material comes in the form of newspapers, magazines, workplace reports, etc. — anything relevant to the group. For example, using a participant's own pay stub provides excellent numeracy skills development.

We began the WEST program at Key Lake in February, 1991. The response was great right from the start — forty people signed up. Production requirements, however, limited participation to eight individuals selected from the mine, mill, and maintenance departments.

The participants include: apprentices who have been out of school for a long time and want to brush up on their writing and math before attending trades training; people who for one reason or another didn't receive any formal education; and people who just want to improve their daily usage and understanding, and who may feel uncomfortable with the level of education they did receive.

Here WEST involves co-operation between the SFL and Cameco. The class runs four hours a week — two hours on paid company time and two hours volunteer time. The company provides a fully-equipped classroom and a hands-off policy towards participant selection and course content. The SFL provided initial methods training and on-going support. To date the partnership has been working very well.

WEST is worker-based and worker-run, with the group determining its own goals and methods of achieving them. Motivation is supplied by need.

Harold Johnson is a Heavy Equipment Operator and Course Leader at Key Lake Uranium Mine, Key Lake, Saskatchewan.

Anyone interested in obtaining information about the WEST program in Saskatchewan, should contact: Lori Stinson-O'Gorman, Saskatchewan Federation of Labour, 103 – 2709 12th Avenue, Regina, Saskatchewan S4T 1J3
Phone: (306) 525-0197

"Remembering Grandmother" "Remembering Grandfather"

Julie Fleming Juarez

The Saskatoon Open Door Society, incorporated in 1981, is a multi-service immigrant aid organization which provides services to approximately 1,200 individuals per year. These services include settlement assistance which helps immigrants and refugees adjust to their new community, employment skills training, counselling, interpretation, children's programs and language programs, to name a few.

The language training component of the Open Door Society focuses on developing skills to help immigrants access other programs within the community, expand on their existing language skills and participate more fully in the English speaking community. Immigrant students attending Open Door English As A Second Language classes have varying language needs ranging from those with a limited education and who are illiterate in their first language, to those who are taking TOEFL classes in preparation for university.

Through work over the years with English instructors and volunteer tutors, the need for basic and elementary reading material became more and more apparent. It was with this in mind that the idea for a basic reader was formed. The "Grandmother/ Grandfather" theme was chosen because of its universal appeal. With funding from the Canadian Give the Gift of Literacy, the first reader, "Remembering Grandmother", was published in 1989 and its partner, "Remembering Grandfather", in 1991.

Both readers are composed of stories, poems and sketches submitted by adult Literacy and English As A Second Language learners in Saskatoon. Instructors were asked to encourage their students to write about their grandmother or grandfather and at the same time encourage discussion and sharing of ideas and views of culture, lifestyle and family structure. Editing of submissions chosen for publication was kept to a minimum in order to preserve the individual's style, content and feeling.

Although "Remembering Grandfather" won't be released until early summer, the success of "Remembering Grandmother" has been overwhelming. The reader is being used in libraries and schools across Canada. A second printing is necessary to keep up to the demand.

Copies of either reader can be ordered by calling the Saskatoon Open Door Society, (306) 653-4464, or writing the office, located at #52 – 158 Second Avenue N., Saskatoon, Saskatchewan S7K 2B3.

Julie Fleming Juarez is the project editor of the "Remembering Grandmother" and "Remembering Grandfather" readers.

Beat the Street

Brenda Crowe

Beat the Street was founded in Toronto in 1985 as a special project of Frontier College. It was soon recognized as one of the world's most exciting education programs.

In 1987, thanks to an Innovations Grant from Canada Employment and Immigration Commission, Beat the Street opened in Regina. The Learning Centre is located in the core area of the city, easily accessible to our students. Here people drop in to pursue individualized learning programs with Beat the Street staff and tutors.

The program is based upon a peer-tutoring model, stressing the equality between learner and tutor. Learners themselves identify their own needs and goals, and tutors work with them to develop an individualized program based on the learner's strengths and interests.

Beat the Street is open to anyone who wants to improve their basic literacy skills. There is no set curriculum or schedule. Learners are matched with volunteer tutors on a one-to-one basis. Learners may choose to work on basic literacy, get informal training on computers, or obtain instruction in the Cree language, and native arts and crafts.

At Beat the Street, literacy means more than just reading and writing. It means being able to participate more fully in society. A big part of our program is showing learners that they belong, that they are important, that they have something to offer.

All people have skills and talents to share. For this reason, Beat the Street tutors learn from their students as much as their students learn from them. It is truly an equal exchange. Regardless of where our students go and what they do, we think of every person who takes part in our program as a success.

Stanley Kay, Beat the Street, Regina

Brenda Crowe is the Co-ordinator of the Beat the Street, Regina program. Previously she held a variety of government jobs. Brenda has had a long-time interest in improving the literacy and drop-out rate.

Beat the Street, Regina, 2932 Dewdney Avenue, Regina, Saskatchewan. Phone: (306) 525-5231

A Baker's Dozen

Marion Terry

The *A Baker's Dozen* literacy series was designed as a means for using learner-written materials to help other literacy students develop writing skills. The language experience stories used in the series were collected over several years of literacy programming in the Brandon Friendship Centre of Brandon, Manitoba. The stories, reproduced with their individual authors' permission, and chosen to represent a variety of adult-relevant topics, have been divided into three books according to whether they were authored by beginning, intermediate, or advanced writers. Since individual learners may be at very different levels of reading and writing ability, the

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series' editors recommend that a learner uses the book of stories appropriate to his/her reading ability.

Each of the three books in the series is prefaced by a story sample (the thirteenth story in the "Baker's Dozen") that demonstrates the student writing process from early to final draft phases. Each of the three student editions contains this story sample, followed by twelve other stories written at the same ability level. Each of the three teacher editions contains initial and final drafts for all thirteen stories, as well as explanations of the skill development activities that were used to facilitate the writing process from initial to final draft phases for the stories. Each teacher edition also contains a "teachnical writing skills appendix" of skill development ideas appropriate to that book's writing ability level. A complete set of the *A Baker's Dozen* series consists of six editions: student and teacher editions for each of the beginning, intermediate, and advanced books in the series.

The skill development ideas presented in the teacher editions are by no means exhaustive; nor is it anticipated that all of the ideas would be used with each learner. This series is designed as a reading-based supplement to a learner's own writing experiences. The series' editors recommend that the ideas presented be used in a variety of ways: 1) as a reminder of skills a particular learner has already developed, 2) as a reinforcement for skills he/she is in the process of developing, or 3) as a catalyst for developing new skills for which the instructor feels a learner is ready (or in which he/she has already expressed an interest).

For more information and to order sample selections or copies of this series, please contact the series' editors:

Diane Eastman, 1356 26th Street,
Brandon, Manitoba R7B 2C5,
Telephone: (204) 727-1407 weekdays;

or

Marion Terry, 25 Westcott Bay
Brandon, Manitoba R7B 2V5
Telephone: (204) 726-6027 weekdays.

Prices for A Baker's Dozen *are as follows:*

$60.00 for a complete set of six editions;

$20.00 for each teacher edition (a student edition is included with each teacher edition ordered); and

$ 4.50 for each student edition.

(Sample selections of stories from the series are available at no charge upon request.)

Diane Eastman has a Bachelor of Teaching, a Bachelor of Education 5, and a Special Education Certificate from Brandon University. She has six years of experience as a practitioner in Brandon Friendship Centre's literacy program.

Marion Terry has a Bachelor of Education, Bachelor of Arts, and a Master of Education from the University of Manitoba. She has three years of experience supervising literacy (and other adult) programs in Saskatchewan, and has been the rural community developer for the Manitoba Literacy Office since January of 1990.

Peer Tutoring: A Correctional Centre Success Story

John Foster

Literacy programming has taken on an added dimension at the Prince Albert Provincial Correctional Centre with the development of a full-time peer tutoring program.

Peer tutoring at the literacy level is not a new concept at the Correctional Centre. It actually goes back to 1980, when Bess Gilkinson (then Literacy Coordinator at the Prince Albert Regional College) began offering tutor training workshops for inmates.

As the 1980's unfolded, inmates tutored other inmates on a loosely organized basis. In September, 1989, the institution began a daytime program which allowed inmates to devote themselves entirely to the role of tutoring. In fact, tutoring at the literacy level became their "job" within the institution.

Under the guidance of Karen Dvorak, Correctional Centre Literacy Coordinator, the program has expanded such that some 40 tutors spent 3500 hours working with 160 students over the past year.

While Dvorak does spend considerable time coordinating activities within the program, she is quick to deflect credit to the tutors.

"The program's success hinges on owner direction," she states. "It is inmate-driven, and provides tutors with some decision-making powers, recruitment responsibilities and establishment of schedules. Without the commitment of the tutors, the program simply wouldn't work."

Dvorak also points out that appreciated assistance has been received from numerous local individuals and institutions involved in literacy.

"People such as Bess Gilkinson, John Foster, Peggy Buckley, and Elaine Sukava, as well as institutions such as the SIAST Woodland Literacy Department, Gabriel Dumont Institute, and SUNTEP, and their students, have all made contributions in terms of work- shops, materials, ideas, and just general support," she says.

For their part, inmate tutors see numerous positive aspects of the program.

"I see the program as a two-way learning experience," was the observation of one tutor. "It has a good impact on both student and tutor. Many of the guys in here had problems with school — bad experiences when they were young. The program helps us all."

Another tutor pointed out the program frequently goes beyond helping someone learn to read and write. "Often, at the start, there's fear or embarrassment on the part of the students. But after they've seen how it works, they relax and feel comfortable with the situation. Then we can discuss ideas and goals and even do counselling."

Dave Simpson is the Correctional Centre Director, and he sees peer tutoring as extremely valuable. "It is significant within the centre," he explains. "The program has had a very real impact for inmates as well as the institution. It is seen as safe and positive, and at this point the system is very supportive of it."

Academic programming at the Correctional Centre is not, of course, limited solely to peer tutoring. There is, for example, an instructor-taught literacy class as well as an ABE 5-10 upgrading program.

Indeed, one of the goals of peer tutoring program is for it to serve as a stepping stone for its participants. As Dvorak says, "The obvious thrust of peer tutoring is at giving guys assistance toward learning and education. Ideally, once the students realize they can progress, they develop positive self concepts, set educational goals for themselves, and network programs which are available to them."

Peer tutoring is widely regarded as having terrific potential in most educational settings. In the Prince Albert Provincial Correctional Centre, it appears that potential is indeed being utilized.

John Foster has been Literacy Coordinator at SIAST Woodland Campus for 1½ years. He has worked in ABE since 1972.

John can be reached at Academic Centre, Box 3003, Prince Albert, Saskatchewan, Phone: (306)953-5512.

Adult Second Language Learners

Fay Harrison

Adult language learners, especially those coming as immigrants to live and try to become citizens of another country, are usually highly motivated learners. They come to class in Saskatchewan hoping to be able to learn to speak as English speaking Canadians. They also come with many and varied experiences and many backgrounds of educational levels and expectations of school.

Adults are very conscious of themselves and very aware that, although they may be smart, well educated, and able to function well in life in their first language, they are deficient in English. They must start at the beginning. For adults, the classroom atmosphere for second language learners must be such that the person is unafraid to risk, unafraid of being laughed at, comfortable with trying and making mistakes, and trying again.

Students can always understand more than they can correctly speak, and opportunities for each person to try to express themselves have to be provided. The important thing is to want to share information with the teacher and with others in the class. Before this can be done, many non-threatening warm-up activities or games should be tried. Personal information should be exchanged and each person should be made to feel his or her experiences and lives are worth talking about.

One non-threatening warm-up game is the following: Everyone sits in a circle. One person asks all those with blue eyes to change chairs — there is always one less chair than participants so the person left standing is "it"! He or she must change chairs. Other categories may be: those with white shoes, those from Poland, those with two children, those with a skirt, earrings, 19 fingers, or anything you can think of. This activity involves minimal English but some learning of vocabulary: clothes, body parts, and family and learning of a structure, i.e., "*Everyone with . . .*". Everyone can play and feel included and everyone gets to act silly and forget the seriousness of learning English, thereby probably learning more.

Other games involving group interaction: Win, Lose, Draw; pair activities; games such as word or number Bingo, are useful in breaking down feelings of inadequacy and lessening the tension accompanying the struggle to speak English all day. Music, singing and jazz chants are also useful tools to help adults learn a new structure, new vocabulary or reinforce the points made in a lesson. Songs about families can be used to study "family members". There are songs about transportation ("Row Your Boat") and chants about food ("Junk Food, I Love Junk Food"). Books and resources are available with these songs and chants. Camp songs and action songs help relieve boredom and help everyone look silly together and thus feel like an inclusive group.

Field trips provide the students with experiences they have probably had in their country but allow them to learn the English vocabulary accompanying the trips, as well as the location of places such as museums and zoos in the community. They also learn appropriate ways to, for example, get a library card or ask for a certain book after a visit to the library; they learn how to order food in English at Bonanza and how much variety there is with just the Salad Bar; they learn the price of and names of fruits, vegetables and other products in a grocery store.

Second language learning for adults should be an experience in which the student participates and contributes to the process of class-building and facilitating others to learn and express themselves. It must involve patience, co-operation and a willingness to not be perfect!

The factors affecting learning are many and varied. The ways a person learns, learning styles, vary from those who learn more by listening (aurally), to those who learn by hands-on experiences or acting out the lesson. Also, different people have different personalities. The outgoing, relaxed student, usually learns faster than the shy, retiring, scared student. The presence in class of husband or wife affects learning. Often the spouse wants his or her partner to give the right answer and not embarrass them! The presence of a peer group speaking the same language as you creates pressure to learn as quickly as they do or to be better then them. Infighting and competition outside class affects the attitudes to each other in class, and sometimes heated arguments occur which are counter-productive to learning. There is, of course, the ever-present reality of people speaking their first language — translating for each other — and the possibility of some students learning very little English because of relying on a translation from their neighbour.

Some students learn to tackle English and not be afraid, others learn very little but have had the experience of coming to school. There is a feeling of happiness when a student uses a structure taught previously the right way when communicating some information. There is also a great feeling of accomplishment in a Second Language Class when the new language learner is able to communicate, not the answer to a question the teacher already knows, but feels confident, however imperfectly, to try to impart some knowledge or information of which the teacher has no previous knowledge. This is proof that the teacher and student are both learning and are both encouraged to keep trying!

Fay Harrison is an ESL Instructor at SIAST Woodland Campus.

Public Legal Education and Literacy

Gisele Dumonceaux

As members of a democratic society, we all have the right to know and understand the laws that affect our lives. We need this information so that we can make informed decisions about our own legal problems or questions. If we want to take part in our democracy or try to change a law that we do not think is fair, this information is essential. Learners and low literacy readers have an equal, if not greater, need for this information.

Public Legal Education Association of Saskatchewan (PLEA) has recently turned its attention to meeting the legal information needs of this group. PLEA is a non-profit, non-government organization that provides free information about the law and the legal system to the public. Through its Adult Program, PLEA offers free law classes at public libraries, speakers and community cable programs on specific topics of law, and a number of free publications on the law. The Youth and Schools Program provides information and support for teachers teaching law in the classroom. It organizes and produces workshops, teacher's guides, booklets, and a quarterly newspaper.

The Intermediary Training Program, funded through the Access to Legal Information Fund of the Department of Justice Canada, focuses on individuals who do not normally have easy access to legal information. The target groups identified are women, natives, invisible minorities, and the disabled. In many cases, individuals in these groups are not aware of the different ways to get legal information. This may be because of poverty, socio-economic status, lack of educational opportunities, or low literacy skills. The program tries to overcome these barriers to legal information by offering "Legal Lifeskills" workshops and "easy-to-read" pamphlets.

The Legal Lifeskills workshop is designed for intermediaries — people who, in the course of their normal employment or volunteer work, come into contact with individuals with legal information needs. The workshop helps these people develop the skills needed to locate the legal information that their clients can use. By training intermediaries, PLEA hopes to improve their clients' access to legal information. The workshop is promoted to organizations and agencies that serve the stated target groups.

Through the workshops PLEA has determined the various areas of law that are of interest to the target groups. These areas of law have provided the general overview for the specific topics that are addressed in the pamphlets. Questions and discussions that arise in the workshops have also helped

focus in on some common issues and problems that individuals in the target groups experience. Titles of completed pamphlets include "Peace Bonds", "Custody and Access", "Being a Witness in Criminal Court", "Arrest" and "About Lawyers". Upcoming pamphlets will focus on family and criminal law issues, such as child protection, teen moms, sexual abuse and other crimes.

Before the task of writing the pamphlets began, PLEA gathered information on effective literacy writing and contacted various literacy groups in the province. PLEA has put together a community contact list which includes literacy experts, educators, lawyers and representatives from agencies that serve the target groups. PLEA has relied on these community resources to provide ongoing feedback as the pamphlets are developed. The cooperation of these community groups has been invaluable. Their input is an important factor in producing pamphlets that are understandable and relevant to the readers' needs and experiences.

As part of the attempt to get legal information to the target groups, PLEA has also developed a province-wide distribution system. Again, agencies and organizations that serve the target groups have priority and PLEA has set up an ongoing system to provide these groups with a continuous supply of the pamphlets, free of charge.

As the Intermediary Training Program continues, PLEA hopes to develop a complete series of pamphlets on specific legal topics that will be relevant and useful to learners and low literacy readers in our target groups. By providing simple, straightforward information in the pamphlets, PLEA hopes to give the readers a basic understanding of the particular area of law. Once the readers have this, further information from other resources may be accessible.

Recognizing the legal information needs of learners and low literacy readers is a first step in meeting those needs. Through the Intermediary Training Program, PLEA is attempting to not only identify the needs of certain groups, but also to meet these needs through the workshops and the pamphlets. Access to legal information allows the readers to take control over some of the legal issues in their lives and to more fully take part in our democratic system.

Gisele Dumonceaux works with the Public Legal Education Association of Saskatchewan (PLEA) as a legal writer and workshop facilitator. She received her law degree from the University of Saskatchewan in 1986. Prior to her work with PLEA she practiced law in Humboldt, Saskatchewan.

PLEA, Room 210 and 220, 3rd Avenue South, Saskatoon, Saskatchewan S7K 1M1
Phone (306) 653-1868 Fax (306) 653-1869

Children, Reading, and Way of Life

Bernadette Kutarna
READ CANADA in Saskatchewan

Do you remember from your childhood the 'grown-ups' who told you stories, and who read stories with you? You *would* vividly remember because this person cared enough for you to spend that time with you. Phillip Fernandez of READ CANADA constantly talks about the 'reading relationship' that occurs when a child is read with by a significant 'grown-up' in her/his life. This reading relationship occurs because you need to *care* to sit down to read with a child, or to tell a child stories. The amazing thing that happens is: (a) the rapport between the child and adult is deepened; (b) children learn through experience how their language works; (c) the community's values are passed on through an exciting channel; and (d) story-telling and reading stories pass on a way of life, a culture, a history of families and peoples.

READ CANADA is a children's literacy project happening in every province and territory in Canada. Frontier College received three year Secretary of State funding to initiate this program nationwide. We are now entering our third year.

READ CANADA has a three-pronged approach:

1. **Reading Circles** — happen regularly where children naturally gather. This is a time where children choose books to read with 'Book Buddies' — adults and teens who volunteer their time to be with the children to read, to be read to, to talk about books, or 'read' the pictures, etc. The important thing is that the story between the covers of the book comes alive! This, the most important part of the READ CANADA program, is simply being with children and reading! Reading circles have been happening regularly at places including Holy Rosary School, Tutoring Today Program (Youth Unlimited), Albert Scott, Cathedral and Core Ritchie Community Centres, Normanview Daycare, etc. In Saskatoon and North Battleford, the Boys and Girls Clubs have been experimenting with this program.
2. **Special Events** — take place anywhere! The main Special Event for READ CANADA has been to have a tent in every capital city in the country on Canada Day. In Saskatchewan at least 12 other communities had a Reading Special Events! The tent goes anywhere — we've been to Weyburn, Saskatoon, the Exhibition, Children's Festival, Folk Festival, a Roughrider Game (with Canada Post, one of the corporate sponsors), in the Traveller's Day parade with Circle Project (where reading was an important part of

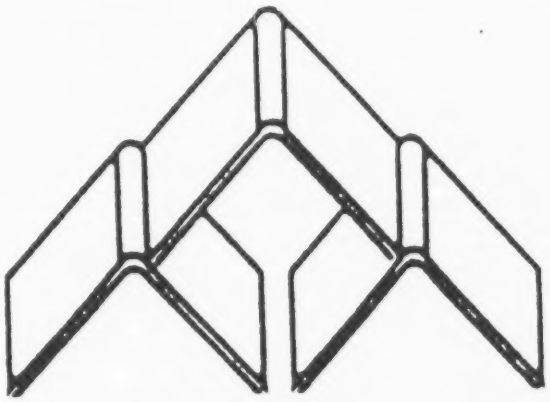
their summer program); Special Events take place in malls, school yards and parks. We've been to White Bear Reserve for a Health Fair, and to Muskowekwan for a Treaty Day.

3. **Celebrity Readers** — this name scares people, but if you are willing to come to a reading circle or special event with your favourite children's books, and your own professional or hobby interest, you are a Celebrity in the children's eyes! Remember, as the aboriginal people teach us so clearly, elders in the community have a tremendous influence on the children! We welcome celebrities using any language and of any culture.

If you would like to start reading circles or have a Special Event in your community/ organization, you could! READ CANADA in Saskatchewan is stretching its wings into the rest of Saskatchewan. We are willing to do training sessions with your group, and we are willing to work with you on a Special Event. We will focus the training session to your community, using Read Canada materials, videos, children's literature (Canadian and Aboriginal), and your ideas!

For details, please call 525-0049 or write 639 Cameron Street, Regina, Saskatchewan S4T 2R9.

When our way of life, our culture, our history is significant and valuable to us, we want to have our children immersed in it. Reading with our children regularly is one way to do this. Let's do it!



READ CANADA
LISONS CANADA
FRONTIER COLLEGE / COLLÈGE FRONTIÈRE

Resources for Adult Literacy

In each issue of Literacy Works we publish a bibliography of materials pertaining to the topic addressed in that particular issue. If you have materials which you think should be included in upcoming issues, please contact us.

Student-Generated Resources

Most of these books and magazines are available from the agency listed after the title. Some of these resources are available free through inter-library loan. Just call or talk to the librarian at your local library. Ask for the book, article or tape you want and they will order it for you from another library.

A Literacy Celebration! Canadian Library Association, 200 Elgin Street, Suite 602, Ottawa, Ontario K2P 1L5. Telephone (613) 232-9625. $10.00

Three volumes of students' personal accounts of their literacy challenges and experiences. Each story is illustrated.

Farming: Words to Live By. Grant Wilson, Cumberland Regional College, Box 2225, Nipawin, Saskatchewan S0E 1E0. Telephone (306) 862-9833.

This excellent resource of interest to farmers or anyone interested in farming was written by local volunteers in response to student needs.

Many Hands and **Literacy Year Stories**. Adult Basic Education Co-ordinator, Ottawa Board of Education Adult School, 300 Rochester Street, Ottawa, Ontario K1R 7N4. Free.

The first title is the story about a quilt made in honour of International Literacy Year. **Literacy Year Stories** were written by adult students and staff of Parkway Adult School in Ottawa.

Native Literacy Manual. Contact Don Sawyer, Okanagan College, British Columbia. Telephone (604) 832-3221

Graded readings based on collected Native language experience stories are included.

Native student resource materials. Coqualeetza Cultural Centre, Box 370, Sardis, British Columbia V2R 1A7. Telephone (604) 858-9431. Fax (604) 858-8488.

The Cultural Centre has a library and archives of native student resources.

On Our Way. Saskatchewan Learners' Newspaper, Box 3003, Prince Albert, Saskatchewan. Telephone Sharon Skage at (306) 953-3117. $5.00/yr each for 1-10 issues: $1.00 each for more than 10 copies.

Student writing, graded reading level news stories and other features written and published by students in newspaper format.

Repertoire des outils de reference. Centre FORA, 533 Notre Dame Street, Sudbury, Ontario P3C 5L1. Telephone (705) 673-7033.

A catalogue of resources, including student-generated resources, useful for francophone literacy education. The catalogue will be published in January and June of each year.

Toronto East End Literacy. 265 Gerrard Street East, Toronto, Ontario M5A 2G3.

Toronto East End Literacy publishes many interesting and useful student-written materials.

Voices. 14525 110 A Avenue, Surrey, British Columbia V3R 2B4. (604) 584-5424. For 1-10 copies: $15/yr each. For 11-99 copies: $12/yr each.

Articles written by students at all levels of reading

Write Now. c/o Literacy Office, Avalon Community College, 50 Parade Street, St. John's, Newfoundland A1C 4C7.

This publication includes three sections: Education; Reviews; and Stories and Views. It is written by students of Avalon Community College and the Community Learning Centre, both in St. John's.

Write On!

Patrick Smith

I remember at the age of 15 I left home just to see what the world could offer me, or what I could offer it. I hopped on a west bound freight train to British Columbia, although getting there did have its moments. I changed five different trains and three days later, just to read the Crow's Nest Pass.

One night in particular I'll never forget. While waiting for a north bound freight, I was getting cold hungry, and tired, I crawled into my sleeping bag and drifted off to sleep. Suddenly I heard a noise not far from me. Thinking it was the railroad cops, I climbed the nearest tree, and to my surprise and fears it was a bear. Up in the tree it dawned on me that all my worldly possessions, food included, were on the ground. All I could do was wait it out. In the wee hours of the morning I fell asleep. I must have moved enough to fall out of the tree.

Man, you should've seen me climb back up, thinking the bear was still there. When I looked around the bear was no where to be seen. I waited a short spell then climbed down, grabbed up my things and I was gone. Later as I walked down the tracks I felt this uneasiness. I looked around, and — Holy Shit — the bear was back. It seemed to be stalking me, sizing me up. So up I got into another tree. At that very moment the north bound freight was coming, I climbed down, waited for the right moment and hopped on.

A few hours later I arrived at Rocky Mountain House. This is where I found my first job. I started at a small saw mill, working on a green chain stacking lumber. Six months later I moved on to the edger, another six then out into the bush as a bucker. I felt more at ease in the bush even with all its dangers. Every time I went to work, I'd wonder: will I see that bear again?

Patrick Smith is an ABE student in a 5/10 Preparation class at SIAST, Wascana Campus. He grew up in Saskatchewan. He has been out of school for over 20 years.

MCL Link May 1991

Elsie Livingston
Saskatchewan Representative to MCL

Learners' Action Group of Canada

At their meeting in Halifax, LAGOC elected a new chairperson. We are proud that Alan Kobe of Saskatoon was chosen for this position. Alan, along with Linda Magerl and myself have already begun a process to elect a representative from Saskatchewan for the next term on LAGOC.

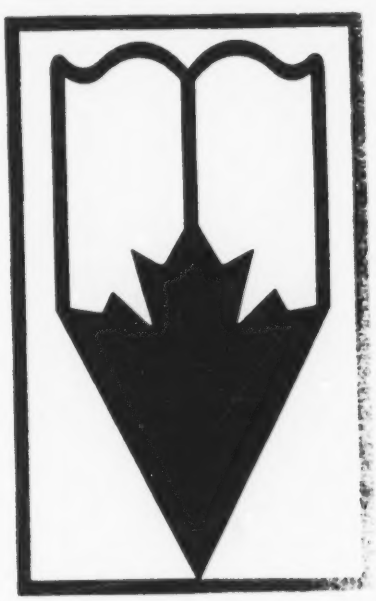
On May 9, eight students/learners from around the provinces met and worked to produce a selection process for choosing a Saskatchewan representative to the Learners' Action Committee of Canada. They plan to work toward a democratic procedure and a regional system of responsibility and accountability.

Applications will be received immediately for this position. Selection will take place this summer by students from the Learner Support Groups in the province. Students in Saskatchewan are claiming their part in the "shared voice".

A Shared Voice in Literacy

The April Board Meeting of the Movement of Canadian Literacy gave birth to an idea that originated in the minds of literacy students/learners in 1986. The Learners' Action Group of Canada (LAGOC) launched the Mission Statement which was adopted at the Candle Lake Training Event.

The National Learners' Training Event brought together four students from each province and territory along with a program person from each region. They met in May 1990 for an intense weekend of sharing, learning, and creating. Out of this group came the Mission Statement. As a result of the Mission Statement, decisions affecting learners/students will be made jointly by practitioners and learners, rather than by practitioners alone.



Mission Statement of The Learner Action Group of Canada

This Mission Statement is intended to lay the foundation of strengthening the adult student/learner voice:

1. **In Canadian Society**
   a) That literacy as a right be installed in the Charter of Rights.
   b) That there is a right to education for all.
   c) That adult student/learners should be consulted on how to improve the education of children.
   d) That the term illiterate not be used in reference to any citizen or group of citizens.
   e) That the dignity of the adult student/learners be preserved.
2. **In the Literacy Movement**
   a) That the 50/50 partnership for adult student/learner involvement existing in 1 to 1 tutoring be extended by 1995 to all levels of literacy organizations, including programs, boards and networks, to ensure that we get the most out of what is available to help the largest number of people. This is to include representation on executive, personnel, and finance committees, etc.
   b) That programs build a financial and moral support to adult student/learners who want to be involved.
   c) That adult student/learners be consulted on how they are taught.
   d) That qualified adult student/learners be equally considered when paid literacy positions become available.
   e) That adult student/learners and literacy workers exchange information about conferences and meetings.
   f) That all literacy funding proposals have a component for adult student/learner involvement in clear language and that reporting requirements respect adult/student rights.

Saskatoon Learner, Alan Kobe, at the LAGOC conference in Halifax. Alan is the new Chairperson of LAGOC.

ESL Learners' Conference

Peggy Buckley

An ESL Learners' Conference was held in conjunction with the annual TESL-Canada '91 Conference, hosted by SCENES this year, from May 2-4, in Saskatoon. The conference was planned by a diverse group of Saskatchewan ESL learners, with the assistance of a facilitator/coordinator. Some 114 ESL learners from across Canada attended.

Workshops dealing with settlement adjustment, job search, improving language proficiency, and concerns of ESL students in universities were held in the morning and afternoon of Friday, May 2nd. One of the workshops specifically targeted language learning programs in Canada. The workshop participants drew up a list of recommendations which were presented to ESL instructors/administrators at a special session late Friday. Learners from the conference planning committee also presented concerns and recommendations to this group.

TESL Canada facilitated a Saturday morning session in which learners discussed action and directions for the future. Follow-up action on the learners' conference recommendations is needed. A learners' newsletter has been suggested as one way in which the concerns voiced so eloquently at the conference will be strengthened and heard more clearly throughout Canada. Funding and administration for such an option are an issue as volunteer strength seems to be at a low ebb right now.

Guidelines for Literacy Student/Learners to Apply for the Position of Saskatchewan Representative to the Learners' Action Group of Canada

1. A person who is learning or has learned to read, write, and do math as an adult.
2. A very dedicated person who is willing to travel, speak, and give up personal time to represent Saskatchewan learners.
3. A person who is able to communicate well with others.
4. A person who is willing to listen to what others are saying and try to understand their feelings.
5. A person who has the ability to represent the views of others.
6. A person who will be a positive role model for other student/learners.

Applications are to be sent to:
Alan Kobe, 110 Northumberland Avenue, SASKATOON, Saskatchewan S7L 3W9

Applications must be submitted before June 30, 1991.

In your application, please include a brief autobiography, the length of time you have been involved in literacy programs, and a brief description of your activities in the field of literacy. Mention your other activities in the community, volunteer work or job commitments. Please include one or two written references from other people who may be contacted for further information.

Literacy Alive

Introduction

The Literacy Alive Teleconference, was transmitted live in four Saskatchewan Centres. Below are excerpts from reports sent in from the centres.

Prince Albert

The Literacy Alive conference took place at SIAST-Woodland campus on Saturday, May 11, 1991 from 11 a.m. – 6 p.m.

Attendance was by invitation and people were divided into groups for discussion purposes. Each group consisted of adult learners (two), community agency representatives, K-12 instructors, educators in Corrections, business representatives — as wide a cross-section as was possible to achieve.

The discussion elicited confirmation of the fact that problems in literacy, numeracy and reasoning skills pervade all areas of community living and working. Recommendations were provided from the following perspective:

Existing Education Systems

It is evident that Education is not considered an important issue by a large number of students (one third do not complete Grade 12). Employers stated that often those who have Grade 12 and apply for jobs in our city read and write at a level frighteningly lower than Grade 12.

The solutions pointed to ranged from a call for fundamental changes at the policy levels, to the need to demand greater commitment and expertise from teachers in their area of instruction.

New Directions

1. By the end of the working session, the Prince Albert Literacy Network was strengthened by the addition of eight volunteers, most of whom are not educators, but are community representatives ready to work to correct the literacy problems in our city.
2. The P.A. Literacy Network were given suggestions involving lobbying, better use of Community Cable 10 for promoting awareness of literacy problems and existing remedial programs.
3. It was suggested that the Network survey those learners who have not been successful in existing literacy programs to discover why those programs were not achieving their objectives.

The Conference members concluded overwhelmingly that a follow-through on the above mentioned projects is required as well as a follow-up conference around November 2, 1991. At that time, we will address how to overcome those obstacles in the path of the successful follow-through of the community projects outlined above.

Bea Fisher
Literacy Alive Co-ordinator, Prince Albert

Cypress Hills

Literacy Alive was held at Cypress Hills Regional College in Swift Current. Approximately 23 people attended. The group consisted of educators, literacy practitioners, learners, concerned citizens, college board members, tutors, a librarian, a social service counsellor and a home care worker. The working session groups proposed the following strategies for their community, based on the concerns and issues that emerged in the group discussions.

It was felt that more information concerning literacy programming should be broadcast via television and radio, in order to reach new learners. There should be more learners' conferences. Realistic financial assistance for learners to return to school is needed. Community partnerships for greater cost sharing and involvement were suggested.

In addition, public education and involvement of clergy, librarians, employers and other service groups are vital to the advancement of literacy issues. Family literacy, workplace literacy, and programs for seniors were focal areas.

We all felt that the teleconference was excellent and productive. Future meetings of the participants are planned so that the ideas that emerged from Literacy Alive can be further developed and promoted.

Regina

Thirty people attended the Literacy Alive teleconference in Regina. The session was at SIAST Wascana Campus.

Although we had some technical difficulties, the day was productive. All agreed that the next step was to come to the next Regina Literacy Association meeting on June 5, to continue dialogue and to begin developing a community action plan.

Participants in the group discussions identified literacy needs in Regina, and generated good ideas for meeting those needs. The need for more accessibility to knowledge about available literacy programs, the need for childcare assistance, and the need for flexible literacy class hours to accommodate students' work and home responsibilities were identified. Several worthwhile suggestions were made, including one for a community-run drop-in resource centre.

Everyone agreed that the commitment to and involvement in literacy training should involve all sectors of the community in making the best use of our people and financial resources.

Saskatoon

About 50 learners, tutors, educators and volunteers were present at SIAST Kelsey Campus. The event was hosted by the Saskatoon Literacy Coalition, an umbrella organization representing groups and individuals interested in literacy. The conference provided some key ideas that could become stepping stones towards new directions for literacy in Saskatoon. A 25-point plan emerged from the meeting. Some highlights of this plan:

- a central library registry of students
- more partnerships with business and industry showing practical assistance for learners in the form of childcare, bus tokens, etc.
- hire a co-ordinator to serve learners' needs
- well-trained tutors who encourage empowerment.

Conference Co-ordinator:
Georgie Kyle

Lieutenant Governor, Sylvia Fedoruk with Dale Carleton (right) and Louise Heinrich. Her Excellency presented with the original volume of Write On Read On, *Saskatchewan learner anthology, at the SABEA conference.*

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Update on Saskatchewan Learner Events

Kit Brennan

The Saskatchewan Regional Learner Events are proceeding successfully, and are set to wind up by the end of June, 1991. Eleven different regions will have participated in the events, all with a wide variety of activities and speakers. Some regions chose to host several events in different locations as a means to better serve their regions — for example, Northlands Regional College hosted three events (Buffalo Narrows, Creighton, and La Ronge) because of the enormous geographic area to be covered. Some regions hosted a day with panel discussions, followed by workshops with different speakers, during which it was possible to select the workshops which particularly interested each participant. This was the case at the Prince Albert Literacy Learner Event (SIAST, Woodland Campus). Many regions elected to begin each event with a motivational key-note speaker. The Regina Public Library event will be a workshop on "Producing a Newsletter."

In Saskatoon, the Saskatoon Learner's Support Group and Radius Tutoring have elected to host an event together.

In all cases, the organizing committees have made every attempt to suit the event to the regions needs. All final reports are not yet in, but most committees have reported that progress has been made, and expressed a feeling of satisfaction with their own events.

SLN Receives National Award

At a ceremony held on April 27, at the Frances Morrison Branch Library in Saskatoon, the Saskatchewan Literacy Network was presented with an award for its contribution to literacy during International Literacy Year. In a brief ceremony, MP's Chris Axworthy, Ron Fisher and Library Chairman, Bob Dilts, presented the certificate to Literacy Network Chairman, Peter Dubois.

Network Chairman Peter Dubois, (right) receives the award from MP Stan Hovdebo.

NETWORK NEWS — Spring 1991

The Network office has been very busy over the past few months with the following activities.

1. **Student Support**

   Activities for learners from the monthly support group meetings in several regions to the conferences which were held in most regions. The Network has been asked to help in the selection of a student representative to the National Learners' Action group sponsored by the Movement for Canadian Literacy.

   This year the representative will be chosen by a committee of learners. In future, the representative will be elected by learners from across the province. Next year it is hoped that a provincial conference can be organized to plan for setting up a provincial learners' action group. If you know of someone who would like to be involved please contact the office.

2. **Activities for Practitioners**

   - *The ESL and Literacy Symposium* on May 2nd in Saskatoon was well attended and generated a lot of good discussion and ideas. If you would like a copy of the report, please send $5 to the Network office and request a copy. (Cheques payable to: Saskatchewan Literacy Network)

     The key concerns were limited resources, need for better interagency cooperation and the need for advocacy. These concerns are common to adult educators in academic settings, literacy programs or teaching English as a Second Language. In a province like Saskatchewan, maybe we need to consider working more closely together.

   - *Bibliography of Saskatchewan Literacy Materials*: This will be available for distribution in late June. Watch for more information in our June flyer.

   - *Structure of Intellect* assessment training will be repeated in Saskatoon, September 13th and 14th. SOI provides a means of both diagnosing learning disabilities and developing learning plans based on the assessment.
     - Basic training (two full days): Registration $125 plus $150 for materials, payable to the Saskatchewan Literacy Network by cheque post-dated to September 1st.
     - Review and refresher (half-day) registration $25 (for individuals who completed the basic training in February).
     - September 14th p.m.

     Subsidies for registration and travel available upon request.

3. **Publications**

   - *Literacy Works*: We're getting rave reviews! If there are topics which you would like to see featured in upcoming issues — please contact the editor or the Network office. Also we love to hear from you. Write a letter to the editor.
   - *On Our Way*: will be celebrating one year in operation on June 25th. We now have subscribers all the way from Newfoundland to British Columbia to Alaska. Again, the editor and newspaper team love to get letters so get out your pens. Articles for publication must be short and written in simple vocabulary.
   - *New Writers' Publications*: We hope to have our first edition to the printer in September. Articles and stories which are too long or difficult for *On Our Way* have been forwarded for possible inclusion in these publications.

continued . . .

4. **Board News**
   - Our annual general meeting will be held in Regina on September 27th and 28th. Workshops will include "Writing in Plain Language" and "Fund-raising". Other topics are yet to be decided. Plan to join us.
   - The board will be asking the membership to approve the appointment of up to 8 representative directors. This is to ensure that the Network represents as many literacy interest groups as possible.

     If you think that your group should be guaranteed representation, please get in touch with the office. There will also be 5 board positions up for election. Please consider running for office or nominating someone. You can also be involved with the Network through a committee. Contact us if you would like more information.

5. **Summer Office Hours**
   - The Network office will be closed from Monday, July 15th to Friday, August 16th.
   - The *On Our Way* office will be closed from Tuesday, July 2nd to Tuesday, July 23rd.

The Learning in the Workplace project of Frontier College, a national literacy organization, has developed a variety of materials to assist those interested in increasing opportunities for Canadians to learn at work. Among these is **Clear Lines: How to compose and design clear language documents for the workplace**. The purpose of Clear Lines is to help people within the workplace produce printed material that is more accessible to workers, particularly those who have trouble reading. The Clear Lines package includes a book on clear language writing in the workplace and a video — **The Clear Writer's Hit Squad**. Frontier staff are also available to hold workshops tailored to the needs of an organization or group. For more information, contact Gordon Nore, Frontier College, 35 Jackes Avenue, Toronto, Ontario M4T 1E2.

ACROSS THE NETWORK DESK

1. Employment and Immigration Canada — Grants to Voluntary Organizations Program is to provide financial assistance to voluntary organizations engaged in activities that complement the employment-related objectives of Employment and Immigration Canada. Application forms may be requested at: Grants to Voluntary Organization Program, Employment and Immigration Canada, Phase IV, 2nd Floor, Place du Portage, Ottawa/Hull, K1A 0J9. Phone: (819) 997-6490.
2. "Accessing Technology for Adult Literacy" fifth annual Adult Literacy and Technology Conference — July 17th-20th, 1991, Red Lion Inn, Costa Mesa, California. Hosted by the Outreach and Technical Assistance Network, 320 N. Willow Avenue, LaPuente, CA 91746. Phone: (818) 968-4638.
3. 7th Annual Human Rights Summer College — August 11th-23rd, 1991. Contact Irene before June 28th, University of Ottawa, 57 Louis Pasteur, Ottawa, Ontario, K1N 6N5. Phone: (613) 564-3492.
4. *Telling Our Stories Our Way*: A guide to good Canadian materials for women learning to read. $11.87 (includes tax and postage) Canadian Congress for Learning Opportunities for Women (CCLOW), 47 Main Street, Toronto, Ontario, M4E 2V6.
5. Call for Papers — Canadian Woman Studies invites contributions to a special issue of the journal on the topic of *Women and Aging*, to be published in the fall of 1991. Deadline: August 31st, 1991. Contact: Canadian Woman Studies, 212 Founders College, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Phone (416) 736-5356.

Voyage Into Literacy

November 21-23, 1991

The Alberta Association for Adult Literacy provincial conference in Lethbridge, Alberta at the Lethbridge Lodge Hotel.

Major strands: Workplace Literacy, Strategies for Coordinators and Tutors, Student/Learner Interests, ABE Instructional Strategies, Aboriginal Literacy, Visioning for the Literacy Decade, New Literacy Projects, plus other topics.

For information contact
Judy Lux or Hayley Illady at 328-6444.

For registration packages or
Call for Papers forms contact AAAL,
3000 College Drive S.
Lethbridge, AB T1K 1L6
(403) 329-7203.

Call for Papers deadline is
September 15, 1991.

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ANNOUNCING:

THE PRAIRIE LITERACY INSTITUTE*
June 17 – 28, 1991
Saskatoon, Saskatchewan

THEMES: Advanced Methodology, Program Management, Special Needs Learners, Issues in Literacy.

CANCELLED

Two courses will be offered with topics to be determined by the needs assessment which is being conducted in the three provinces. This institute is designed for practitioners who have at least two years experience and are currently active in the field. 15 spaces will be reserved for participants from each of Alberta, Manitoba and Saskatchewan until April 15.

COST: Registration: $200 (to be confirmed)
Accomodation: $48/day (full board)
University of Saskatchewan

NOTE: A travel and accommodation subsidy is available on request.

REGISTRATION: Forms and applications for subsidies will be available in early April.

TO REGISTER, CONTACT:

Manitoba: Judy Baker
Manitoba Literacy Office
Room 100, 1200 Portage Ave.
Winnipeg, Manitoba, R3G 0T5
Tel. (204) 945-8247

Alberta: Jill Stanley
Literacy Co-ordinators of Alberta
920-800-6th Ave.S.W.
Calgary, Alberta, T2P 3G3
Tel. (403) 297-2079

Saskatchewan and other regions:
Nayda Veeman
Saskatchewan Literacy Network
P.O. Box 1520
Saskatoon, Saskatchewan S7K 3R5
Tel: (306) 653-7178

Final registration deadline is May 1.

**Subject to funding approval.*